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ABSTRACT

In 1991, 58 Educational Excellence Teams made over 1,000 recommendations for improving South Carolina public schools. This publication briefly examines the accomplishments of the South Carolina educational system. A partial list of topics reviewed includes: accountability, accreditation and assessment, adult education/literacy, at-risk youth, business-education partnerships, community education, child welfare, curriculum reform, federal programs, finance and facilities, food service, instructional technology, interagency collaboration, parental involvement, personnel evaluation, restructuring/decentralization, teacher education, teacher incentive program, textbooks, and transportation. Each section describes actions taken to meet the recommendations made in each of the areas of concern. (LMI)

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Educational Excellence

Actions Taken by the South Carolina Department of Education based on the Educational Excellence Team's recommendations for improving South Carolina Schools

Taking Action

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Barbara Stock Nielsen, Ed.D.
State Superintendent of Education

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STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

Dr. Barbara Stock Nielsen
State Superintendent of Education

TO: The People of South Carolina

FROM: Barbara Stock Nielsen, Ed.D.
State Superintendent

Barbara S. Nielsen

SUBJECT: The Educational Excellence Team Report
Taking Action

DATE: Fall 1993

Two years ago, hundreds of South Carolinians came together and spent thousands of hours analyzing public education, making recommendations for sweeping reforms. Their work as members of 58 Educational Excellence Teams resulted in more than 1,000 recommendations for improving South Carolina schools.

Since these teams met -- and even as they were meeting -- the Department of Education, parents, educators, board members and business partners were working to turn their hopes and dreams into realities for the students of South Carolina.

This update, ***Taking Action***, is a brief look at many of the things that have been accomplished, recognizing that the magnitude of change called for by the Excellence Teams does not happen quickly but is indeed a journey of continuous improvement.

That we have accomplished so much is a tribute to the educators and to the people of the state who care deeply about our children and to the staff of the S.C. Department of Education for their commitment to equity and excellence for ALL students.

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Table of Contents

Educational Excellence Team ....Page

Accountability Programs 4
Accreditation & Assessment 49
Adult Education/Literacy 6
At-Risk Youth/Dropouts 7
Business-Education Partnerships 9
Community Education 11
Condition of Children 12
Curriculum Reform 73
  Arts 76
  English 80
  Foreign Language 82
  Health and Physical Education 84
  Mathematics 89
  Science 92
  Social Studies 94
Early Childhood Education/Primary Schools 14
Ethics 16
Federal Programs 17
Federal Programs/Chapter I 18
Federal Programs/Chapter II 20
Finance & Facilities 21
Food Services 23
Gifted and Talented Students 24
Guidance 27
High Schools 28
Interagency Collaboration 29
Instructional Technology/Paperwork Reduction 31
Intermediate Schools 34
Library Media Services 35
Literacy 6
Middle Schools 36
Migrant Children 38
Occupational Education 40
Paperwork Reduction 33
Parental Support and Involvement 42
Personnel Evaluation 44
Preschool/Early Childhood Programs 14
Primary Schools 14

Table of Contents

Quality Management ... 44
Regional Service Centers ... 45
Remedial and Compensatory Education ... 46
Restructuring/Decentralization ... 1
Retention and Promotion Policies ... 59
Retired Community ... 47
Rural Schools ... 48
School Climate ... 49
School District Accreditation & Assessment ... 50
School Food Services ... 23
School Incentive Program ... 51
School-to-Work Transition ... 52
Special Education ... 53
Student Community Service ... 57
Teacher Certification/Licensure ... 60
Teacher Education/Staff Development ... 60
Teacher Incentive Program ... 62
Teachers as Professionals ... 62
Technology, Management Information ... 64
Testing/Performance Assessment ... 66
Textbooks/Support Material ... 69
Transportation ... 70
Urban Schools ... 72

Restructuring & Decentralization Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Restructuring and Decentralization created a nine-point vision of an education system responsive to 21st century demands. The team concluded that American students must develop increasingly sophisticated thinking and problem-solving skills to compete on a global scale.

Their proposed vision for education in South Carolina by the Year 2000 included these challenges:

- **Achieve first-time quality.**

  Individualize learning and expect children to learn material the first time it is taught. Identify potential learning problems early and solve those problems through immediate intervention and modifications in instruction.

- **Align educational goals and perspective with the marketplace.**

  Instill motivation to learn and pride in a job well done. Educational goals and outcomes must reflect the demands of the marketplace.

- **Transform teachers from lecturers to managers of learning.**

  Fully engage teachers in curriculum and instruction decisions and make them true professionals with concomitant prestige, status and compensation. Teaching requires active student involvement in the learning process.

- **Maximize parent and community involvement.**

  Guide parents in effectively assisting in the learning process and ensure that the home provides substantial supplemental learning opportunities to support the work of the school. Make parent groups, business and industry groups, and civic and community groups partners with educators in decision-making at the local school level.

- **Establish meaningful assessment and accountability standards.**

  Base curriculum on the needs of the marketplace. Assessment of outcomes should include more thinking, writing and problem-solving and move beyond traditional standardized multiple-choice tests. Teacher competency should be fairly and carefully documented.

- **Provide effective leadership at the state level.**

  Offer service-based leadership as schools and districts implement improvement. Make cost-effectiveness a principal criterion for allocating state and local responsibilities.

- **Develop a flexible and efficient process for delivering money to the local level.**

  Give districts substantial authority in setting their own budgets. Communication with the public would state the importance of the local school tax and clearly explain school expenditures.

- **Create an environment that produces motivated students who enjoy the learning process.**

  Actively engage students in relevant learning activities and make them responsible for their own learning. When students are viewed as customers, individual learning plans will become critical.

- **Encourage significant use of technology.**

  Make the school environment reflect the latest technology. Technology should support instructional and administrative functions and undergird the other major points of this vision.

Actions Taken:

☑ **A Total Quality Education Framework for Action Standards -- Restructuring and Partnerships.**

☑ **The South Carolina Goals Panel -- The South Carolina Goals Panel, chaired by Gov. Carroll Campbell and co-chaired by State Superintendent of Education Barbara S. Nielsen, reviews, monitors and reports on our state's progress toward the National Education Goals. The panel is identifying program and policy changes required to meet the goals and is developing a coordinated plan of action to effect those changes.**

☑ **State Department of Education restructuring:**

The Department has changed its emphasis from regulation and compliance to service and technical assistance.

The bureaucracy has been flattened and the number of management levels reduced from seven levels to three.

The Department has embarked on a journey of Total Quality Management and shared decision-making in which education associates work together as empowered team members.

Downsizing within the agency has reduced the annual payroll by $2.9 million.

The Department has reduced its operating costs by approximately $8.9 million through internal cooperation designed to avoid duplication of services.

8

☑ Curriculum Frameworks are being developed in all subject areas to define what children should know and be able to do. Draft frameworks for mathematics, foreign languages and the visual and performing arts are near completion. Frameworks in science are expected to be adopted during the summer of 1994, Language Arts during the spring of 1995, History/Social Studies and Physical education during the summer of 1995, and Health/Safety during the fall of 1995.

☑ South Carolina Math and Science Technical Assistance Hubs -- The Department of Education, The Governor's Office and the Commission on Higher Education have received a $9.7 million National Science Foundation grant. Thirteen regional Hubs will deliver services within one hour driving time of each school in the state.

☑ Paperwork Reduction -- The Department has dramatically reduced the paperwork demands on schools and districts. The number of surveys and data collection surveys has been reduced from 511 forms to 29.

☑ Testing Reform -- The Department has proposed that the General Assembly revise the state testing program. If passed, the legislation would allow the following by 1998: a continuous assessment system for Grades K-3 (eliminating CSAB in 1994-95), standards-based tests for grades 4 and 8 and the exit exam based on Curriculum Frameworks, and state sampling across students, subjects, and content areas in grades 5,6,7,9, and 11.

☑ 12 Schools Project -- This project, in operation since 1991, has been expanded from 12 schools to 36 in 1993 with the sites piloting comprehensive ways of testing and measuring what students have learned, with special emphasis on actual demonstration of skills. Information is being used to align South Carolina student assessment programs with the developing Curriculum Frameworks. These sites will provide technical assistance to other schools.

☑ New Standards Project -- New Standards, a national collaborative effort among 13 states, is developing a performance examination system aligned with world-class standards. These new assessments require students to apply their knowledge, analyze information and solve problems. South Carolina teachers are actively engaged in developing tasks and scoring assessments as they learn more authentic forms of assessment.

☑ State Technology Plan -- This is a plan to bring all of South Carolina's schools into the technological age. The Department is promoting and implementing the integration of instructional and administrative technology and extending telecomputing and distance-learning capabilities to schools statewide. The focus of the integrated plan is to ensure that administrative applications of technology support instructional goals.

☑ **National Goals Proviso -- The State Department of Education is providing leadership for the development of a plan to reach the National Goals by building on the Education Improvement Act and the Total Quality Education initiatives already under way. The Department is actively engaging the grassroots involvement of all South Carolinians in this process. Areas include: equity funding, Defined Minimum Program, state, local and community accountability, and inter-agency collaboration. The K-16 legislative package is to be presented to the General Assembly in January 1995.**

☑ **Act 135, The Early Childhood Development and Academic Assistance Act of 1993 -- This 1993 legislation reallocates EIA funds to target early childhood and academic assistance, parenting, dropout and school innovation. School and district renewal plans will provide local districts and boards of trustees with greater financial and program flexibility.**

☑ **Waivers -- School districts have been encouraged to take advantage of a simplified process of waivers on experimental programs, school restructuring and Defined Minimum Program.**

☑ **Chapter I -- School districts have been encouraged to take advantage of a wide variety of programs for delivering Chapter I services These include preschool programs that ensure that children start school ready to learn; "add-on" programs that offer Chapter I services during study hall, before- or after-school, during summers or weekends; and accelerated curriculum and instructional strategies that bring all children up to grade level.**

Accountability Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Accountability recommended reducing South Carolina's multiple-choice testing format for students. It recommended a generic system for teacher and administrator evaluations. Committee members recommended that:

- The **Cognitive Skills Assessment Battery** and **Basic Skills Assessment Program** tests in grades 1 and 2 be deleted.
- Norm-referenced testing be reduced, perhaps by sampling student performance once every several years.
- **National Education Goals** be incorporated into the state's proposed Curriculum Frameworks.
- A "performance-based" approach to accreditation to replace overlapping requirements for school district accreditation.
- Fiscal autonomy (within state parameters) for local school boards.

- Creative funding and a dedicated revenue source should be found for school building needs.

Actions Taken:

☑ **In 1993, based on recommendations of the Governor's Task Force on Accountability and the Excellence Team report, the Department of Education proposed major changes in testing legislation. The General Assembly passed a proviso to eliminate the basic skills testing program in grades 1 and 2 (all subjects) and in Grade 6 (reading and mathematics only).**

☑ **In 1994, the General Assembly is expected to consider the testing legislation proposed by the Department of Education and the Assessment Advisory Committee. If passed as proposed, the new testing legislation would allow the following by 1997-98: a continuous assessment system for K-3 (eliminating CSAB in 1994-95), standards-based tests for Grades 4 and 8 and for the exit exam level based on the Curriculum Frameworks, and state sampling across students, subjects and content areas in Grades 5, 6, 7, 9 and 11.**

☑ **12 Schools Project -- This project, in operation since 1991, has been expanded from 12 schools to 36 in 1993, with the sites piloting comprehensive ways of testing and measuring what students have learned, with special emphasis on actual demonstration of skills. Information is being used to align South Carolina student assessment programs with the developing Curriculum Frameworks. These sites will provide technical assistance to other schools.**

☑ **New Standards Project -- New Standards, a national collaborative effort among 13 states, is developing a performance examination system aligned with world-class standards. These new assessments require students to apply their knowledge, analyze information and solve problems. South Carolina teachers are actively engaged in developing tasks and scoring assessments as they learn more authentic forms of assessment.**

☑ **Primary Continuous Assessment Program -- South Carolina has joined in partnership with five other states in a collaborative effort to provide a developmentally appropriate and instruction-based assessment system for early childhood education. The effort, sponsored by the Council of Chief State School Officers, will be field-tested beginning in 1994.**

☑ **National Assessment of Educational Progress (NAEP) -- Since 1992, South Carolina has participated in the national assessment program in reading and math. This sampling of student performance on National Standards provides data for planning.**

☑ **School Delivery Standards** -- School accreditation standards are being revised to reflect quality management principles and the new South Carolina School and District Renewal Plans. Six South Carolina District Quality Pilot Projects will be completed by 1994. The delivery standards revision effort is funded in part through a grant from the National Governor's Association.

☑ **State-Local Community Accountability Systems** -- Members of local business communities are working with the six districts piloting Total Quality Management to determine how to gauge their local schools' progress toward the National Education Goals.

☑ **School Facilities** -- A statewide school facilities inventory is being conducted as the basis for a facility funding recommendation to be presented to the General Assembly during the 1994 session.

☑ **Building Code** -- Proposed refinements of State School Building Code Requirements will be presented to the State Board for consideration by 1994.

☑ **Construction Guide** -- A Statewide Handbook for School Construction and School Maintenance will be completed by January 1994.

☑ **Indicators of program quality for adult education programs have been established that address educational gains recruitment and retention in terms of student outcomes and process and content.**

Adult Education/Literacy Excellence Team

RECOMMENDATIONS:

The Team on Adult Education gave its highest priority to coordinate the Department's Lifelong Learning staffs with the State Board for Technical and Comprehensive Education. This collaboration would facilitate service delivery and maximize use of resources. Other recommendations include:

- A statewide task force should recommend a strategic vision and plan for a full-service and accountable educational delivery system for undereducated adults.
- The State Superintendent should evaluate and consider the possible establishment of full-time, full-service, 12-month lifelong learning centers.
- A position should be created to lead literacy efforts at the state level.
- Adult Education and community-based organizations should be coordinated throughout the state.

Actions Taken:

☑ The Department has created a Community Education Department to include adult education, literacy, service learning and full-service schools.

☑ A State multi-agency advisory council on literacy meets regularly to advise on programs and other relevant issues.

☑ Advisory Council of Adult Education Directors meets regularly.

☑ A new state-level literacy position is providing technical assistance training.

☑ A Resource Center for Literacy and Parenting was developed and housed at ETV.

☑ A Literacy Hotline is providing referral services through a collaborative effort with the Department, the Governor's Office and the South Carolina Literacy Association.

☑ Even Start programs and 15 Family Literacy programs are operating.

☑ Program Quality Indicators for adult education and literacy programs were developed with the assistance of field personnel. New standards and measures will be completed by 1994.

☑ 10 Rural Initiative Literacy programs operate with an emphasis on Family Literacy.

☑ A model Family Literacy pilot program is being developed for use in any public housing community in the state.

☑ 8 Gateway Grants stressing family literacy and life skill in housing communities are being awarded annually.

☑ Workplace Literacy programs are active in many industries across the state.

At-Risk Youth/Dropout Prevention Excellence Team

RECOMMENDATIONS:

Excellence Team members strongly recommended that every school district -- and certain identified schools -- have a full-time dropout prevention counselor to work with students, teachers, human service agencies, law enforcement, business and other persons or groups concerned about students not progressing in traditional school environments.

This counselor would also establish an "exit" interview tracking system for students leaving school to determine **what went wrong**. The committee also suggested that:

- The State Department of Education take the lead in promoting comprehensive agency collaboration to meet the needs of children at risk.
- The teacher certification process should include training in identifying and serving at-risk students.
- Continued emphasis be given to parent education and parental involvement, including support systems such as homework assistance Hotlines.
- Continued support be given business and community partnerships to promote efforts involving student achievement incentive programs and school-student relationships.

Actions Taken:

☑ **The Department is engaged in a variety of state and local collaborative efforts with the departments of Social Services, Youth Services, Mental Health, Health and Environmental Control, Visions for Youth, The Palmetto Project and the National Dropout Prevention Center at Clemson.**

☑ **During 1991-92 and 1992-93, all schools and districts were mailed a program guide to the 35 Target 2000 Dropout Prevention and Retrieval pilot projects. The guide gave full descriptions of the programs and announced that the Department of Education would reimburse schools for expenses involved in having a team make an on-site visit to one of the Target 2000 dropout prevention pilot programs. The program allows for reimbursement for the cost of substitute teachers so classroom teachers could be part of the teams.**

☑ **All Target 2000 Dropout Prevention Program directors were provided membership in the National Dropout Prevention Network.**

☑ **The Department, in collaboration with the Department of Youth Services and the St. Paul Fire and Marine Insurance Co., sponsored training for teachers and DYS specialists from 22 counties in the Juvenile Crime Prevention Curriculum. The Department of Education purchased a library of videotapes to lend to teachers using the curriculum.**

☑ **The LEGACY Program is training teachers in effective strategies for dealing with at-risk youth. These teachers will become the "leader teachers" in their districts. The program, which began in 1993, is a collaborative effort of the Department, the Lieutenant Governor's Office and The National Dropout Prevention Center.**

☑ **Twenty-one Target 2000 Dropout pilots sites will become Technical Assistance sites in 1993 to provide help to all South Carolina school districts.**

☑ **Young African-American Males Action Team -- Serves as a response and awareness tool to target the multiple needs and problems associated with African-American Males.**

The Action Team will collaborate with other major stakeholders to prepare a proposal for the development and implementation of recommended actions to address the status of African-American males in the South Carolina public schools. Areas to be addressed include: Curriculum, support services, extracurricular activities, discipline, testing, safety, diversity, conflict resolution, health, counseling, scholarships and teacher training.

Business-Education Partnerships Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Business-Education Partnerships recommended increased business support for parental involvement, increased business education and an increase in the number of mentoring programs. The team said the Private Sector Leadership Network, created by Target 2000 legislation in 1989, should work with the State Department of Education in developing a five-year plan for evaluating and ensuring the success of business-education partnerships. Every school district should have a full-time coordinator of business-education partnerships, the team said, and goals for the partnerships should be endorsed and reviewed by the district school board. The panel said the State Department of Education should keep districts informed about the most effective practices in establishing business-education partnerships. Specific recommendations included programs that would:

- Promote parental involvement in the schools. Give parents time off work to attend school meetings and parent conferences, include education-related articles in company publications; and recognize and encourage achievements of employee's children.
- Prepare students to meet demands of the work force by opening businesses to student trips and tours and by providing on-the-job mentoring experiences for students.
- Help teachers improve in specific skill areas, particularly in math and science.
- Create learning opportunities that enable students to reason, solve problems, apply knowledge, write and communicate effectively.
- Provide motivational opportunities for students to achieve at high levels.

Actions Taken:

☑ **All districts have assigned a business-education partnership contact.**

☑ **SDE has completed its affiliation with the National Alliance for Partners in Education.**

☑ Business partners are becoming increasingly active in school activities through mentoring, career awareness, parent involvement, sponsorship of homework centers, "lunch buddy" programs for kids, workplace literacy for parents and opportunities for teachers to return to industry.

☑ World Class Partnerships will team South Carolina schools with schools and businesses in other countries, exposing students and teachers to different cultures, languages and teaching experiences through satellite technology and student-teacher exchanges. Twenty pilot sites are planned. The effort is a collaborative project of the Department, the Anderson County Business Partnership, the Governor's Office, South Carolina Chamber of Commerce, The South Carolina State Commerce Department and the South Carolina Department of Parks, Recreation and Tourism.

☑ The Department is providing districts with business partnership training, staff development and technical assistance.

☑ The Council for Education Collaboration has strong business representation.

☑ South Carolina industrial leaders are helping implement Total Quality Management (Total Quality Education) in school districts throughout the state.

☑ The Department is developing handbooks and video materials on parenting skills to use in the workplace by June 1994.

☑ The State Chamber of Commerce's South Carolina Business Center for Excellence conducted a survey of the state's employers to determine "skills needed for the future." The results of this survey are being incorporated into the Curriculum Frameworks.

☑ South Carolina business leaders played key roles in obtaining the National Science Foundation Math and Science grant. Business partnerships will play an important role, in each of the 13 regional Hubs that are being created.

☑ Through Business-Education Partnerships, educators are able to become involved in economic development at the local (and state) level.

☑ The Network of Business Partners actively supports and promotes the involvement of the private sector in education.

Community Education Excellence Team

RECOMMENDATIONS:

- A funding base should be established for community education so that at least one employee in each district be designated as a "community educator."
- Each district should establish a community education policy that mandates that services not be duplicated.
- Each district should organize a community education advisory panel.
- All school districts should be mandated to complete a community education report for the State Board, the Legislature and the general public.
- Each district should develop a community education plan that includes a training program, plan of action and evaluation process.
- The Department should provide ongoing community education training programs for superintendents.
- Community education programs should compliment K-12 curriculum.
- Community education should be integrated with the adult education program.
- The Department will market community education with a logo, brochures and public service announcements.
- Community education should be recognized as a profession and teaching institutions should be encouraged to offer undergraduate community education courses.
- The Department should develop a state plan for community education that promotes all of the components of community education.
- A process should be developed to evaluate the effectiveness of local community education programs.
- The director of Adult Education should assume the role of community education coordinator in districts that do not have community education coordinators.
- Local community education training should be provided.
- The Department should formalize community education agreements with other state agencies and assist local districts in formalizing agreements with other agencies.

Actions Taken:

- ☑ The Department of Education created an Office of Community Education with a full-time director.
- ☑ The Department received the 1992 National Community Education Award for outstanding achievement.
- ☑ Before- and after-school programs have begun in 38 sites around the state, primarily in rural areas.
- ☑ After-school homework centers have been created across the state through collaborative efforts of local schools and districts, business leaders, the Children's Trust Fund and the Department of Education. Volunteers and educators from 47 sites were honored in 1993.
- ☑ The Department is providing technical assistance and staff development for districts developing community schools.
- ☑ The Community Education Advisory Council, with representation from agencies, higher education, business and other key stakeholders, is very active and is preparing a plan for Community Education in South Carolina to be completed by August 1993.
- ☑ The principles of Community Education -- citizen involvement, interagency coordination and extended use of the school facility -- are being actively promoted throughout the State (see Interagency Collaboration).
- ☑ Service Learning programs are under way in 18 school districts and with eight community-based organizations through a $200,000 grant received in 1992. The Department is providing technical assistance and training.
- ☑ Pilot sites are being created in six districts to develop the concept of inter-agency cooperation in full-service schools.

Condition of Children Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on the Condition of Children based its recommendations on the assumptions that every child is unique, that every child can learn, and that every child is entitled to opportunities for developing to his or her fullest potential. The team's major objectives included strengthening the family as the child's support system, and establishing a strong network of support services for child development. Every child should have a positive parental or adult role model, the team said, and every school should have an effective process for sustaining and evaluating parental and community participation in educational programs. Some major recommendations included:

- Increasing the number of early childhood programs that involve parents and the community in the education of children.
- Requiring preschool health assessments for all children, and bringing social services into the schools.
- Involving senior citizens, retirees and older parents as mentors and educators for younger parents.
- Bringing business and other community leaders into schools to teach students and parents.
- Allowing schools to be used as multipurpose community education and recreation facilities after school hours.
- Encouraging home visits as an important part of a teacher's responsibility.
- Require health and fitness education for all students in K-12 and provide family life education for all secondary students.
- Establish mentoring programs in all grades: student-to-student, older-to-younger students, senior citizens and volunteers.

Actions Taken:

☑ **Young African-American Males Action Team -- Serves as a response and awareness tool to target the multiple needs and problems associated with African-American Males.**

The Action Team will collaborate with other major stakeholders to prepare a proposal for the development and implementation of recommended actions to address the status of African-American males in the South Carolina public schools. Areas to be addressed include: Curriculum, support services, extracurricular activities, discipline, testing, safety, diversity, conflict resolution, health, counseling, scholarships and teacher training.

☑ **Concerns about the Condition of Children in South Carolina guide every action of the Department of Education. This is reflected in the efforts to improve educational opportunities and access to rich and challenging course work, to enhance community involvement in the schools, and to better coordinate services and programs for children -- rich and poor, black and white -- in cities and towns across South Carolina.**

For specifics, see Actions Taken in these and other team reports.

☑ **Curriculum Reform**

☑ **Regional Service Centers**

☑ **Restructuring and decentralization**

☑ **School Finance**

☑ **Parental support and involvement**

☑ **Health and Physical education and the other subject areas**

Early Childhood Education/Primary Schools Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Early Childhood/Primary Schools team based its report on efforts to capitalize on strengths of existing programs for young children and their families, while moving forward "with necessary and creative steps to improve the quality of early childhood education for all of South Carolina's children. The future is bright for young children and families -- if those who have the power to effect change choose to empower parents, teachers and children," the team said. "Emphasis on the early years will provide a stronger foundation for building bridges to the future." Some major recommendations included:

- Establish a Division of Early Childhood Education in the State Department of Education to improve existing programs and address issues relating to parenting and continuity of programs for children through grade three.
- Design and implement authentic assessment procedures for evaluating children's progress. Use assessment results for curriculum planning and improving individual instruction.
- Provide developmentally appropriate curriculum for children, based on the typical development of children in a particular age range. The curriculum should also be sensitive to the individual differences of children.
- Expand and enrich the experience of special needs children in center-based, home-based or itinerant models.
- Provide parent education classes or resources for all parents.
- Upgrade certification of all early childhood education teachers to include training in meeting special needs of children being mainstreamed and in working with chemically dependent babies and their parents.
- Review early childhood education certification courses to ensure inclusion of comprehensive language development, child-centered philosophy, physical development, art, music, and appropriate methods and materials.
- Identify master teachers at the district level and develop mentoring programs for teacher apprentices.

Actions Taken:

The Department of Education during 1992-1993 began a major initiative -- Primary Success -- which embodied the recommendations of the Early Childhood/Primary Schools Excellence Team. The Excellence Team itself became the advisory team for this initiative.

The purpose of Primary Success is to provide support and leadership to local schools in developing more effective programs for serving young children, so that all students are able to enter fifth grade as competent, confident learners, free of the harmful effects of grade retention and remediation.

The five pilot schools involved in this project have addressed many of the recommendations of the Excellence Team, including:

☑ Developing appropriate curriculum for children based on their particular age range.

☑ Encouraging family involvement and support.

☑ Designing authentic assessment procedures for evaluating student progress.

☑ Developing and implementing integrated curriculum in a supportive learning environment.

☑ Additional schools will participate in this initiative during 1993-1994.

☑ In response to the recommendations of the Preschool Excellence Team, the Department of Education has provided the following services to schools and school districts:

High Scope Training Program -- expanded to four full days to better prepare teachers of both 4- and 5-year-old children to deliver developmentally appropriate instruction to young students.

Provided staff development for district administrators to better prepare them to implement developmentally appropriate instruction to young students.

Provided general staff development to primary teachers on developmentally appropriate instruction in anticipation of The Early Childhood Development and Academic Assistance Act of 1993.

The Early Childhood Development and Academic Assistance Act of 1993 -- Targets early childhood education through best practice, innovation, program, flexibility and funding.

Families First -- A cooperative mission statement developed by the Governor's Office, the Department of Education and other agencies to coordinate services on children and families.

Master Teachers -- Identification of exemplary early childhood teachers to serve as consultants for schools statewide. The Department of Education will broker these services as needed.

Early Childhood Primary Education is part of the Department of Education's restructuring under the Office of Education Design. The team will stay on the cutting edge of research and programs, plan for future initiatives, link with colleges, universities and other state Departments of Education and professional associations. They will also focus on the total program of Early Childhood and Primary Education.

Head Start -- During 1993-94, the Department of Education, in cooperation with Head Start, community action agencies and local schools, will implement several additional pilots where Head Start classes are located on elementary school campuses.

Ethics Excellence Team

RECOMMENDATIONS:

Work of The Educational Excellence Team on Ethics was delayed because of the General Assembly's deliberations on revising state ethics laws. Team members examined existing laws, current revisions proposed by the House and Senate, and other examples of ethics guidelines. The team anticipated recommending ethics guidelines for State Department of Education employees that are consistent with state law and with sound ethic practices implemented by private corporations.

Actions Taken:

The Team on Ethics has not made a final report. The General Assembly passed sweeping changes in the State Ethics Law with the passage of the 1991 State Ethics, Government Accountability and Campaign Reform Act. Enacted in October 1991, the passage of this law codified many of the items that the Team was considering recommending as a Code of Ethics for State Department staff.

Department legal staff briefed team members on the comprehensive nature of the new law and recommended a careful review of the hundreds of opinions that the State Ethics Commission and the Secretary of State's office have issued since the new law was passed.

Because of the evolving interpretation of the new law, the team may decide not to recommend a separate code of ethics for Department staff. The new law addresses many of the concerns expressed by Superintendent Nielsen.

Federal Programs Excellence Team

RECOMMENDATIONS:

Based on the state's education goals and objectives, the team suggested that:

- An increased emphasis should be placed on reading programs, and no student should be promoted without achieving a desired reading level.
- Unnecessary state regulations should be eliminated.
- The State Department of Education should work closely with the State Health and Human Services Finance Commission to ensure that the Child Care and Development Block Grant Program also address the neediest children at the earliest age.
- State legislation should be passed requiring teenage parents of school age to remain in a school program, with day-care programs being established to care for their children.
- Academic credit and tuition compensation be given college students working with disadvantaged students.

Actions Taken:

☑ **The Department is now suggesting a variety of models for delivering Chapter I services and providing technical assistance to help schools meet individual needs.**

☑ **Extensive input has been provided to the Federal government on Chapter I flexibility for program funding and a lower percentage of students is required to qualify for school-wide projects.**

☑ **The Department has collaborated with the State Health and Human Service Finance Commission over a variety of initiatives, including child care, block grants and Medicaid matching fund programs. All districts in South Carolina are now participating and are getting federal dollars for every dollar spent for hearing, speech and physical therapy. The Medicaid match brings one dollar in federal money for every 29 cents spent locally on these programs. Last year, the state match generated more than $5 million in Medicaid claims.**

☑ **Paperwork requirements are now being reviewed, with reductions implemented as quickly as review teams complete their work.**

☑ **Goals 2000 Federal legislation is currently pending.**

Federal Programs, Chapter I Excellence Team

RECOMMENDATIONS:

- Chapter I programs should place more emphasis on early intervention and subsequent achievement by students and less on remediation.

- Develop a community service program to involve all citizens in the improvement of public education. Legislation should be enacted to achieve this. The program could work much like our present jury system. All citizens would be required to provide a number of volunteer hours annually.

- Develop a generic evaluation instrument that could be used in the monitoring of all federal and state programs. This would free state staff to take other support services.

- Enact state legislation to require teenage parents, of legal school age, to remain in a school program. Day care or other child care programs should be made available by the state for their children.

- Establish a college corps. College students would work with elementary and secondary disadvantaged students during the summer for both academic credit and compensation to pay their tuition.

- Establish a high school mentor program, using high school students as mentors to Chapter I preschool pupils. This type of program could provide funding for the disadvantaged students to fund their education through a matching savings plan.

- Increase parent education by bringing parents into the school occasionally to volunteer as teacher aides in the Chapter I programs and to participate in parental training (i.e., Texas program model).

- Place more emphasis on reading programs for Chapter I students. No student should be permitted to graduate to the next grade level without achieving a desired reading level.

- The State Department of Education should work closely with the State Health and Human Services Finance Commission to ensure that federal developmental Chapter I money for child care and innovative preschool and early childhood programs is used to reach the neediest children at the earliest stage of their lives. This collaboration could involve both high school students and adult education as support systems.

- The State of South Carolina should encourage more parent conferences for parents of Chapter I students; -- ideally, one per week.

- The State of South Carolina should review and revise its current Chapter I regulations to ensure that only those necessary for compliance remain. This will permit more flexibility at the local level.

- The State should establish much more rigorous desired outcomes for all Chapter I programs.
- To enhance positive self-esteem in the elementary and middle schools, a dress code (uniforms) should be developed and implemented for all students.
- Use Chapter I monies to hire more counselors for elementary and middle schools.
- Use the State's established educational goals and objectives as the basis for allocation of future federal funds.

Actions Taken:

The number of early childhood programs funded by Chapter I has increased by approximately 30 percent. This has been a result of increased school-wide efforts, as well as a state/federal initiative to offer programs aimed at prevention rather than remediation.

Parents play an important role in their child's education, especially at the early childhood level. State regulations currently require one parent conference per school year. Often we find Chapter I programs stating that up to four conferences are held per year.

Within Chapter I, a committee was established to review the desired outcomes set by each district to ensure that appropriate outcomes had been established for program achievement analysis. Districts were contacted to revise their outcomes as needed. The committee also developed a list of recommended desired outcomes that set high expectations for achievement. These outcomes have been included in the Chapter I Administration Manual and were distributed at the Chapter I Submission Conference with a request that districts utilize the outcomes from the list that best meet their program.

In order to ensure the LEA has as much flexibility as possible within federal regulations, the Chapter I Administration Manual has been redone to include the federal law and regulations, the Federal Policy Manual, and only state regulations/guidance pages that provide further explanation of federal requirements, not additional state regulations. The Chapter I application forms have been revised to provide forms that are easier to understand. A packet of directions for application completion was also developed to facilitate this process.

Technical assistance has been provided to districts to facilitate the implementation of a variety of models for Chapter I services.

Federal Programs, Chapter II Excellence Team

RECOMMENDATIONS:

- Continue to operate Chapter II programs with limited state regulations.
- Develop a generic evaluation instrument to be used in monitoring all state and federal programs (financial and programmatic).
- Reduce state retention of Chapter II funds from 20 percent to 5 percent and pass through 95 percent rather than 80 percent of the funds to local school districts.
- Where possible, the State Department of Education should encourage local school districts to use special revenue funds creatively to foster implementation of established state goals and objectives.

Actions Taken:

☑ **No new state regulations have been created to manage these programs. The Agency has simplified the application process and reporting requirements on the school districts to reduce the administrative burden and any unnecessary restrictions.**

☑ **Develop a generic evaluation instrument to be used in monitoring all state and federal programs (financial and programmatic).**

A cross-agency team worked on this proposal for a long time and finally determined that such an instrument was not practical due to the very different nature of each federal program and the very specific federal reporting requirements that apply to each.

☑ **Reduce state retention of Chapter II funds from 20 percent to 5 percent and pass through 95 percent rather than 80 percent.**

This has been accomplished to a large degree. In order to free up funds that could be directly used by school districts the agency completely redesigned the Chapter II program at the state level. The number of Department of Education employees paid from Chapter II was reduced from 42.5 FTE positions to 6.65 FTE positions. Almost all of the Chapter II budget (20 percent state portion) had been used to pay salaries with very little going into direct services to schools. Approximately 5 percent of the Chapter II budget this year is spent to cover salaries and administrative costs. The remainder of the funds are spent on direct services to schools in teacher training, instructional materials, a statewide computer network linking every public school in the state, and direct grants to schools and school districts for innovative programs.

☑ **Where possible, the State Department of Education should encourage the local school districts to use special revenue funds creatively to foster implementation of established state goals and objectives.**

The Chapter II legislation expressly prohibits the State Department of Education from influencing local decision-making in the use of Chapter II funds.

Finance and Facilities Excellence Team

The Educational Excellence Team on Educational Financing made full funding for the Education Finance Act its top priority. Committee members also suggested that those student weightings for funding under the Education Finance Act be revised and that the index of taxpaying ability for school districts be updated and applied as the districts are funded.

On Finances:

- No major tax increases should be passed to raise additional funding for education.
- The current $300 sales tax ceiling on vehicles and boats should be raised to $500, and using the additional revenue to provide debt service on a state bond program for school facilities.
- Fringe benefits should be fully funded for school district employees in a manner that minimizes discrepancies between "property-rich" and "property-poor."
- The Education Department should sponsor "grantsmanship" services to help poorer school districts when applying for competitive grants.

On School Facilities:

- Gave highest priority to more careful planning processes in all phases of school construction or renovation.
- Called for the creation of a "Department of Facilities Planning" within the Department of Education to coordinate and facilitate all aspects of educational facilities, including planning, construction and maintenance.

Actions Taken:

☑ **The Department is working with the S.C. Tax Commission and local governments on a Task Force examining the index of taxpaying ability for school districts. The Department has vigorously supported equitable funding of fringe benefits and also seeks funding of an amount equal to at least the level required by the Defined Minimum Program.**

☑ State Superintendent's EIA Advisory Committee -- The State Superintendent and a representative group of district superintendents and others from the education community meet regularly to discuss Department of Education programs, state budgetary issues and other issues of mutual concern.

☑ The National Goals proviso will address the issue of equity in funding over the next 18 months. The Defined Minimum Program will be reviewed and changes recommended by January 1995.

☑ Department of Education workshops on grant writing have been conducted and technical assistance is available to all schools and districts.

☑ Many competitive state grant programs have been changed to formula funding for school districts to enhance school staff time that is spent planning and delivery of service. Since all schools are involved in restructuring and innovation, this brings more equity to the process.

☑ The Business Division meets semi-annually with school district business managers. This communication has resulted in the elimination of numerous business forms, alternative ways of budgeting and invaluable input on recommendations on the state budget request. Our goal is to provide as much flexibility as possible.

☑ The Business Division has increased the updates and funding projections in a very quick turn-around time throughout the legislative process.

☑ A Department of School Building and Maintenance was expanded as part of the Department reorganization to facilitate all aspects of Building, Planning and Maintenance. Updated guidelines are underway.

☑ The Department of Education has implemented a zero-based budgeting system.

☑ Construction of new school facilities is carefully monitored through plans review, inspection and occupancy certificates, through the Office of District Facilities Management.

Once construction is completed, other than through the accreditation review process or upon special request of a district, the Department has had no specific program aimed at making technical assistance available to the districts to track existing buildings and define their capital needs and improvement program.

☑ **The Department is working with other agencies to develop a buildings inventory and data base that includes inspection reports from the Department of Health and Environmental Control (DHEC) and the Fire Marshall's Office. When combined with local information about maintenance activities, improvements or renovations, the Department should be able to maintain a current assessment of the condition, repair and/or remodeling requirements of school facilities across the state.**

☑ **A maintenance manual is also being developed by the Office of District Facilities Management to complement the inventory program and condition evaluations. This will give the districts more effective methods and guidelines to address new construction, repair and renovation capital needs.**

Food Services Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Food Services stressed the relationship between proper nutrition and learning, and concluded that "schools should provide the learning environment and experience necessary for making sound health choices throughout life." The team said it believes:

- There should be greater involvement of parents to improve nutrition education, provide more low-fat options in school food programs and remove less nutritious foods from vending machines.
- Local committees of parents, students, teachers, administrators, and health officials should recommend and implement positive changes in school food programs.
- There should be certification for management-level personnel, and goals and standards for food services should reflect quality, customer service, high participation and efficiency.
- All schools should make a nutritious breakfast program available to all students, and items sold in canteens or vending machines should be "healthy food choices" that meet U.S. Department of Agriculture dietary guidelines.
- Continuing education in nutrition and food preparation should be required for food service personnel.

Actions Taken:

While the State Department's Office of Food Services does not directly provide meal services to students, it is in a unique position to provide the leadership to help set mutual goals for all programs over and above the U.S. Department of Agriculture federal regulations.

The Office of Food Services has been developing plans to promote and initiate changes that will promote quality food service programs for all students. The development of school district profiles will allow the Department to better understand the needs of districts of varying sizes. We are involving districts to set the direction for school food service programs in the state. Quality management training is being provided and utilized in making program changes.

The office is working with local school districts and school food service program personnel to provide school meals that follow the U. S. Department of Agriculture dietary guidelines. Changes in menu planning, purchasing, preparation and food presentation are necessary. Food acceptance is also important, as is nutrition education. In addition to providing resource materials and training for all districts, we are funding nutritional education training grants to school districts on a competitive basis to promote the dietary guidelines to students.

Technical assistance has been provided to districts implementing the privatization of food services delivery.

Beginning in 1993-94, all schools will be required to offer the school breakfast program to students. At the end of the 1992-93 school year, 83 percent of schools were participating in the program. We continue to promote the successful implementation of a breakfast program.

Gifted and Talented Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Gifted and Talented Students advocated raising the level of expectations for all students and noted that too often schools may promote the underachievement of most able students. In developing Curriculum Frameworks, South Carolina should consult specialists in gifted education so that expectations described in the frameworks are appropriately challenging for the gifted and talented. The team found that few teachers in South Carolina have any formal training in working with gifted and talented students. Programs for the artistically gifted and talented need to be expanded, the team said, and higher expectations are needed for all students, including the gifted and talented. Some specific recommendations:

- Require more extensive training for all teachers working with gifted students.
- Until colleges or universities are able to offer appropriate courses in gifted education, establish state-funded endorsement institutes to provide teachers at least six hours of training.

- Classes for artistically gifted and talented students should be scheduled as part of the regular school day.
- The Governor's School for the Arts should become a year-round program, like the Governor's School for Math and Science.
- South Carolina should support higher standards for all groups of learners, including the gifted and talented. The gifted should be grouped together for each day or part of each week for the stimulation of intellectual peers and work with a teacher specially trained in gifted education.
- South Carolina should allow students to acquire Carnegie units as early as the sixth grade, and no restriction should be placed on the number of units a student may earn.
- The Advanced Placement Program should be continued and supported by other opportunities for earning college credit.
- High-potential minority and disadvantaged students should be identified and provided special services as early as possible.

Actions Taken:

☑ **A liaison committee of district gifted and talented program coordinators meets regularly with the Education Associate for Gifted and Talented Programs. A major responsibility of the committee is to recommend to the Department ways in which districts can be facilitated in providing instruction that is an appropriate level of challenge. A second priority is to identify key components of the programs that would benefit from either refinement or expansion efforts.**

☑ **High Ability Learners K-8 Project. The Department of Education and the South Carolina Consortium for Gifted Education have joined with the College of William and Mary to make South Carolina a dissemination state for the National Science Curriculum for High Ability Learners K-8 Project, a federally funded Javits grant. This will enable science teachers to become more familiar with new science curriculum standards, to learn how to assess and evaluate curriculum to implement exemplary materials in the classroom, materials, and to develop implementation plans and model lesson plans for use in schools.**

☑ The South Carolina Department of Education, in collaboration with Charleston County School District and the College of Charleston, is working through a federally funded Javits Grant to address two significant priorities of the Excellence Team related to programs for gifted and talented students. These are the identification of young gifted and talented students from under-represented populations, and the development of an instructional model providing appropriate services that focus on the academic potential of primary-age students found to be possessing indicators of being gifted. Goals of the project include the development of a method of screening youngsters for gifted and talented potentiality at an early age using non-traditional methods and "spreading the word" of good practices from the instructional model throughout the state.

☑ Two model demonstration sites have been developed, one at the elementary level and one at the middle school level, for the purpose of demonstrating new avenues for meeting individual gifted students' needs within restructured schools.

☑ More extensive training is being offered through the sponsoring of two six-graduate-hour teacher training institutes for teachers with less than five years experience in gifted education. One institute is offered to elementary teachers, the second to middle and high school teachers. In addition, three graduate-level courses are being offered to regular classroom teachers, two through the Model Demonstration Initiative and one with the Javits Project.

☑ Summer Training Institutes in 1993 provided teachers not currently teaching Gifted and Talented programs with techniques used successfully in gifted and talented classes. Instructors for these programs were master teachers in Gifted and Talented Classes.

☑ The Department of Education worked intensively with preliminary planning efforts for the Year-Round School for the Arts.

☑ South Carolina placed seventh in the nation in the percentage of students in The Advanced Placement program scoring a three or higher on their test.

☑ The Department of Education works closely with the College Board on a variety of training institutes and enrichment materials for The Advanced Placement Program.

☑ Teachers of Gifted and Talented students are making contributions in the ongoing process of Curriculum Framework development.

Guidance Excellence Team

RECOMMENDATIONS:

- Assure that proper clerical support staff is hired to assist with school administrative tasks at all levels.
- Develop a guidance framework and program model statewide that is comprehensive in scope and developmental in nature for each grade level.
- Elementary guidance counselors should schedule their own classroom guidance programs to retain flexibility for service to classrooms.
- Elementary schools should be required to provide guidance and counseling services to all students. Each building should have a private office for counseling.
- Guidance counselors may be a part of special education placement committees, but they should not be responsible for due process and the coordination of committee work.
- Provide a model job description for guidance counselors at each grade level which reflects appropriate job responsibilities.
- Recommend that the coordination and administration of all state-mandated testing programs be assigned to administrative personnel, not guidance counselors.
- Review the DMP and reduce the ratio of students per guidance counselor at each level.

Actions Taken:

☑ **During the 1992-93 school year, state job descriptions were developed for elementary, middle school and high school counselors. These job descriptions serve as benchmarks or standards for school districts to address and implement recommendations made by the Excellence Committee for Guidance.**

☑ **A three-year initiative, beginning with the 1993-94 school year, will create a comprehensive developmental counseling model for South Carolina. Nationally known consultants will work with South Carolina school counselors to produce a model program or framework.**

High Schools Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on High Schools called for flexibility in restructuring high schools to meet the needs of local communities. Key points included the following:

- The following competencies/skills should be taught: communication, social interaction, problem-solving, creative expression, civic responsibility, global environment, wellness, technology and life and career.

- Content should be taught through applied learning, cooperative learning, interdisciplinary learning, and result-based learning.

- School districts should have the flexibility of requiring 24 or 26 units for a diploma, if the community deem necessary.

- The general track in high schools should be eliminated.

- Learning should be measured using a variety of alternative forms of assessment, reducing dependence upon standardized tests.

- There should be intensive staff development for teachers in such areas as teaching higher-order thinking skills, problem-solving, instructional and assessment strategies.

- Major discussions were held regarding size, governance structure and scheduling issues, such as length of school year and class periods. The committee recommended that the Defined Minimum Program be revised to allow innovative scheduling, without deregulation or restructuring waivers.

- Schools must involve the public and related service agencies. The committee recommended integration of social services with the schools as the center of service delivery.

- Such barriers as teacher and principal evaluation systems and the Defined Minimum Program need to be revised and updated.

Actions Taken:

☑ **Curriculum frameworks are addressing what students should know and be able to do, linking standards, instruction and assessment (see Curriculum Reform).**

☑ **The Defined Minimum Program is under revision to establish quality standards.**

☑ **The Department of Education is providing technical assistance on the elimination of the general track.**

34

- ☑ **Tech Prep is being implemented throughout the state. (See Occupational Education).**
- ☑ **A simplified process has been implemented for waivers to facilitate a variety of restructuring activities.**
- ☑ **The exit exam is being revised as part of a total statewide testing program.**
- ☑ **Teacher and principal evaluation systems are being revised with broad grassroots input in the ADEPT program.**
- ☑ **Full-service schools with multi-agency collaboration are being piloted in six districts. Full implementation is planned for 1995.**
- ☑ **Partnerships between the Department and SCETV will provide a satellite dish for each high school by 1994. This will provide access to 20 educational channels and facilitate distance learning.**
- ☑ **South Carolina became a Re:Learning state in December 1993.**

Interagency Collaboration Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Interagency Collaboration advocated creating a State Interagency Council to initiate dialogue and collaborative efforts between all agencies interacting with the educational process. "A planning process is needed at the state and local levels to build new networks, community groups and linkages to enhance the delivery of services." The team also recommended:

- Education personnel at state and local levels should become members of advisory boards of various state agencies in order to improve coordination between agencies.
- A State Department of Education staff member should serve as coordinator of interagency services and establish a Hotline for requesting services.
- The "communities in schools" concept should be implemented so that various social services will be more readily available to students in schools.
- The efforts of various state-level services should be consolidated under one umbrella. "All agencies which deal directly with the educational process of the whole child would be included, thereby potentially resulting in a Department of Health, Education and Welfare."

Actions Taken:

☑ Many collaborative efforts are ongoing with DHEC, DSS, DMH, DYS, HHSFC, the Military Assistance Council, the Commission on Higher Education, the Council on Child Abuse, Cities in Schools, the State Chamber of Commerce, and many others that affect the lives of children, their families and/or their communities.

☑ A primary focus of Community Education is interagency partnerships through the schools (for example, full-service schools where services are provided for children and their families at the school site). The SDE is taking the lead in the promotion of full-service (or community) schools.

☑ Agreements with state agencies on collaboration are forthcoming.

☑ South Carolina Goals Panel -- The South Carolina Goals Panel, chaired by Gov. Carroll Campbell and co-chaired by State Superintendent Nielsen, reviews, monitors and reports on South Carolina's progress toward the National Education Goals. The panel also identifies program and policy changes required to meet the goals and develops a coordinated plan of action to effect those changes.

☑ South Carolina Council on Educational Collaboration -- This special project of the State Superintendent of Education and the Commission on Higher Education serves to establish the mission and direction of K-12 and higher education collaboration, to provide for state-level oversight on collaborative efforts, and to seek, secure and monitor funds for collaborative projects. The Council is composed of faculty members and administration from the K-12 and higher education community and includes representatives from the business sector and the executive branch of state government.

☑ Families First -- A cooperative mission statement has been developed by the Governor's Office, the Department of Education and other agencies to coordinate services on children and families. (Also, see Early Childhood Education-Primary Schools)

☑ Presidents' Council -- The Presidents' Council is composed of the presidents of 100 education-related organizations and associations across the state. The council provides an opportunity for the broad base of South Carolina's educational leaders to be aware of the Department of Education's reform initiatives and provides a forum for exchanging ideas about our educational system as well as working together and avoiding duplication.

☑ **Military Assistance Council -- The State Department of Education, in collaboration with the Employment Security Commission, the Commission on Higher Education, the Board for Vocational and Technical Education, through the South Carolina Military Assistance Council is exploring various means by which persons making a transition from military to civilian life may enter the teaching profession. Efforts include assistance for military personnel who desire to enter the teaching profession through alternative teacher preparation programs.**

☑ **Interagency Council of Health and Human Services.**

☑ **State Superintendent's Dialogue Sessions -- Regional dialogue sessions are held several times during the year for the State Superintendent to receive suggestions for ways in which the Department of Education can provide better service.**

Instructional Technology-Paperwork Reduction Excellence Team

RECOMMENDATIONS:

The Educational Excellence Teams on Instructional Technology, Applied Technology and Paperwork Reduction recommended the immediate establishment of a statewide network of model schools, focusing on curriculum research and development, the uses of instructional technology in K-12 public schools, and the professional development of teachers in using instructional technology. The team said:

- The effort should be coordinated, promoted and implemented by the Department's Office of Instructional Technology.
- The State Department of Education and the South Carolina business community should establish a long-term partnership for developing innovative uses of instructional technology.
- Teacher training programs should ensure that both new and practicing teachers have the knowledge and skills to take full advantage of instructional technology.
- Every district should have an integrated network of computers, involving all classrooms and schools, to support student learning, student instruction, decision-making, paperwork reduction and efficient data management.
- An interactive electronic Bulletin Board System (BBS) should be established for service between schools, districts and the State Department of Education -- and possibly to higher education, related agencies and cooperating businesses.
- A high-level Technology Committee should be created to provide overall direction and coordination of educational applications within the public school system.

37

- Teachers seeking recertification should be required to take at least one computer course approved by the Office of Teacher Certification.
- Software to assist with accountability requirements of the Basic Skills Assessment Program should be provided to teachers and professional staff, and computer-knowledgeable teachers in a school should be trained to use the new software and do peer-to-peer training.
- Class rolls and quarterly grade averages in teachers' grade books should be computerized.

Actions Taken:

Instructional Technology

☑ **The Integrated State Technology Plan is aimed at improving academic outcomes by expanding the use of new and emerging technologies and encouraging more effective use of materials and technologies. This cutting-edge plan is the result of collaboration with the Department of Education, S.C. Educational Television, teachers and administrators, the business community and other agencies responsible for technological implementation. This plan coordinates instructional and administrative technology usage to support learning and teaching. Recommendations for funding will be presented to the General Assembly in 1994.**

☑ **A statewide telecomputing network Free Electronic Mail (FrEd Mail) provides free local dial-in access to schools. FrEd Mail will be available to all schools in the 1993-94 school year. Technical assistance and training will be provided.**

☑ **A portion of the $9.7 million State Systemic Initiative for Science and Mathematics will provide software, training and technology out of the 13 regional Hubs. Pathways training will also be brokered in these regional Hubs.**

☑ **The Department of Education is a partner with other Southern states through our regional lab (SERVE) to implement technological access to regional and national networks.**

☑ **The Department of Education has negotiated with Southern Bell a proposed reduced rate for designated lines for instruction. The new rate will be no more than $25 per month per line. (The old rate was $55 per month per line.)**

☑ **The Department of Education's Office of Instructional Technology has increased staff development and instructional video programming. A program book listing the entire year's programs is available.**

- ☑ Instructional Technology has expanded its use of teleconferencing capabilities and in 1992-93 offered over 250 interactive programs on restructuring initiatives.

- ☑ The TRIMS package now includes ordering of all instructional materials -- not just textbooks -- and that will continue to significantly reduce paperwork.

- ☑ A multimedia courseware development summer institute has been held for the last three years. More than 600 teachers, media specialists and administrators have participated in this staff development institute. The 1993 institute focuses on the development of multimedia courseware to support Curriculum Frameworks.

- ☑ The Department of Education, in partnership with the business community, the Blue Ridge project and SCETV has completed plans for a model technology classroom of the future. Ever-improving, state-of-the-art technology will be available for review and demonstration. This classroom is scheduled to open during 1994-95.

Paperwork Reduction

- ☑ In July 1991, the State Superintendent established the Educational Excellence Team composed of teachers, other educators, business leaders, and parents.

  The team made recommendations for reducing local data burden. During the same time period, a Department Forms Control team identified 511 forms in use at the Department of Education. Ninety-four of these forms were data collections, and 417 were used for routine business purposes. This does not include financial forms.

  During the 1991-92 fiscal year, Department staff reassessed their need for data, eliminating collection items and forms. Data extraction in response to some data needs was accomplished by the Educational Data Center staff through the Pathways System. By June 1992, Department office collectors created electronic files of their data element needs. Files were integrated by the Educational Data Center staff, and elements were electronically checked for redundancy or duplication and possible elimination.

  By 1992-93 fiscal year, the number of forms authorized by the Department had been reduced from 511 forms to 29. Forms that do not contain a Department control number DO NOT need to be completed by local school districts.

☑ **The Educational Data Center staff designed two electronic systems -- A Professional Certified Staff (PCS) system and a Free Lunch Identification system. The PCS system replaced the Basic Educational Data System (BEDS) and annually saved local school staff about 44,000 hours of time. These saved hours can now be directed toward the instructional process. There are no more BEDS forms.**

☑ **The Free Lunch Identification system was developed through collaboration with the Department of Social Services (DSS). Any child receiving food stamps or Aid to Families with Dependent Children (AFDC) is eligible for free lunch. Identifying children for schools and districts through this process in Fall 1993 will provide certification status for about 40 percent of all eligible students across the state. The electronic system will eliminate the necessity for school staff to send forms to some parents for completion, saving a large amount of time at school and district levels.**

☑ **Pathways equipment grants continue to provide equipment to upgrade network systems.**

☑ **Efforts to reduce paperwork are ongoing.**

Intermediate Schools Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Intermediate Schools focused its findings on creating conditions to "facilitate optimal learning experiences for students in grades three through five." The team's recommendations are centered on improving curriculum and staff development, governance and community involvement. Specific recommendations included:

- Every intermediate school curriculum should include a strong program of language arts, math, science, health, social studies, art, music and physical education.
- Opportunities for exploratory programs, including foreign languages, computer education and career exploration, should be offered.
- Teachers should be part of the decision-making team.
- A reading specialist should work at each grade level.
- There should be decreased emphasis on standardized testing and inclusion of alternate assessment techniques.
- Opportunities should be provided for parents and other members of the community to become involved in the education of the intermediate school child.

Actions Taken:

The needs of intermediate school children are being addressed through a variety of Total Quality Education reforms and initiatives. These children will benefits from the actions addressed by the following teams.

- ☑ **Curriculum reform and Curriculum Frameworks.**
- ☑ **Occupational Education, including career guidance for early ages through curriculum guides like Exploring Career Options.**
- ☑ **Testing, Performance Assessment.**
- ☑ **Teacher education/Staff Development.**
- ☑ **Community Education.**

Library Media Services Excellence Team

RECOMMENDATIONS:

- Access to libraries should be based on valid educational objectives.
- An Information Management Skills model should be integrated throughout Curriculum Frameworks.
- Every school should have the services of a full-time library media specialist with support staff.
- Expand library media partnerships and collaborations with business and industry.
- Information Power Guidelines for School Library Media Programs is recommended for statewide use.
- Put in place a statewide resource-sharing network.
- Establish Regional Centers for library resource-sharing and staff development. These centers should be staffed by a field consultant.
- The SDE should employ a Library Media consultant with strong skills in both curriculum and instructional resources technology. This person should be responsible for staff development in collaboration with administrators.
- Upgrade and maintain library materials collections.

Actions Taken:

☑ With the support and endorsement of the Department of Education and the State Superintendent, schools are encouraged to maximize library media center usage through an open access flexible schedule that integrates into the curriculum information skills and recreational reading.

☑ Information-seeking skills are being incorporated across disciplines through the Curriculum Frameworks.

☑ The Department of Education has employed a Library Media Education Associate to work with Department curriculum specialists and offer technical assistance and support to district and school media professionals.

☑ Regional field offices have been established to support instructional technology initiatives and to serve as telecommunication nodes. In the future, these will become part of the Hub system developed through the $9.7 million National Science Foundation Math and Science Grant.

☑ All staff development opportunities for school library media specialists planned by the SDE adhere to the mission and vision of Information Power: Guidelines for School Library Media Programs, the national model of excellence for school library media programs in South Carolina.

☑ The South Carolina Association of School Librarians (SCASL), the College of Library and Information Science at the University of South Carolina and the Department are working together to refine a vision for South Carolina school media center programs.

☑ Summer Reading for Everyone, a summer reading awareness program, was established for Summer 1993.

☑ The Department of Education, in cooperation with SCASL and the College of Library and Information Science at USC, is working on a study to determine what school library media centers will need to serve 21st century schools.

Middle Schools Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Middle Schools proposed the designation of a "contact" point -- a person, team or office -- in the State Department of Education to serve as an information clearinghouse and advocate for middle schools. The middle school contact would coordinate:

- Middle school resource teams to provide professional assistance to middle schools in defining, developing and refining components of the middle school concept.

- Establishment of a network to disseminate information about "best practices" in middle schools and assistance in seeking funding or other resources from public and private sectors.

- Development of regional education centers to help provide materials, teacher training, parent education and other technical assistance for middle schools.

- Middle school teacher preparation, refined by working with teacher training programs, staff development personnel in school districts, and health and human service agencies.

- Effective distribution and use of funds to support middle school reform.

Actions Taken:

Middle School reform has moved forward through many activities initiated by the Department of Education.

☑ **An agency-wide ARMS (Advocates for Restructuring Middle Schools) Team is working with practitioners, identifying available resources and offering technical assistance for middle school reform.**

☑ **The ARMS Team and the Department's middle school consultant worked with a group of practitioners to set the direction for statewide middle school reform.**

☑ **Middle school resource teams developed through Project ADVANCE: Partner Schools and the Lead School Consortium drive the development and refinement of middle level reform at the school level. Five regional partnerships have been established.**

☑ **The Middle School Institute of the Department's Leadership Academy is offering professional development at the awareness and refinement levels.**

☑ **Revisions in the Defined Minimum Program -- part of the National Goals Report due to the General Assembly in January 1995 -- will address the issue of middle school funding.**

☑ **The Department has hired a middle-school level principal for an internship for the 1993-94 school year.**

☑ **The State of South Carolina has received the third Carnegie Middle Grades School State Policy Initiative Grant. This is a collaborative effort between the Governor's Office, the EIA Select Committee and the State Department of Education. This $360,000 grant is designed to assure a comprehensive statewide focus on exemplary learning environments that promote positive health and effective instruction and assessment components.**

Migrant Education Excellence Team

RECOMMENDATIONS:

The team recommended that the primary goal of migrant education efforts during the next five years should be the identification and tracking of migrants. It said:

- The State Department of Education should designate an identification or recruitment manager, and a consortium of educators, state agencies, growers social service groups. Churches and volunteer organizations should be established to support identification and recruitment efforts.
- The state should seek federal funding for migrant programs, based on increased identification of migrant children.
- The state should use school activity buses to reduce travel time between distant migrant camps and schools.
- Day Care and early childhood education opportunities should be expanded.
- Curriculum in migrant programs should be expanded to include the arts, health, occupational and physical fitness activities, and bilingual services.

Actions Taken:

☑ **The Department has revised its curriculum for migrant education, changing the focus from a concentration on isolated skills to a more thematic approach where students concentrate on specific themes throughout the instructional day.**

☑ **Summer programs are being redesigned with instructional strategies that can be adjusted to reach students of varied ages and abilities. These programs use student portfolios that can assess what a student has learned during a short period of time and can provide the migratory student's next teacher with useful information about the student.**

☑ **The Department has received a grant for statewide identification and recruitment of eligible migratory children. This will enable the Department to expand work with districts, growers and social service agencies to help identify migratory students and extend educational opportunities to them.**

National Diffusion Network

RECOMMENDATIONS:

- Develop and implement an awareness campaign to make teachers aware of NDN projects. This campaign should include use of ITV, videotapes, presentations at teachers in-service programs and distribution of materials. This should result in more efficient use of the state's limited resources.
- Develop and implement grant and proposal writing workshops for NDN grants to be offered to elementary and secondary school teachers and provided by two-year and four-year colleges and universities.
- Provide educators with the tools to develop proposals to obtain resources to acquire and implement innovative programs. Reassign some staff to provide this service.
- The State Department of Education should supplement the NDN program with state dollars.

Actions Taken:

☑ **Awareness Campaign: -- National Diffusion Network awareness information is included in grant writing workshops. An NDN library makes printing material and videotapes available concerning the network in general and specific programs. Effective Programs That Work (NDN catalog) has been distributed to district offices, individual schools, and teacher education institutions. Awareness sessions regarding NDN programs have been held at conferences around the state.**

☑ **Grant Writing Workshops: -- The Department has conducted more than a dozen grants workshops to assist schools in seeking grant funding for NDN projects or to implement an innovative program.**

Occupational Education Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Occupational Education said all students should have an understanding of American business and its relationship to the global economy; job-specific workplace skills; skills, concepts, principles and systems that are the foundations for all technology; and the knowledge and skills needed for post-secondary education. The team developed a three-year plan "to advance the academic and technical competencies of all students" and provide them "maximum opportunities to compete in a global workplace." To help establish higher expectations for students, the team recommended that all secondary students be required to take at least three units of credit in occupational courses and that certification examinations for occupational instructors be updated annually to reflect changes in business and industry. Instruction should be based on projected needs of business and industry, the team said. A certified vocational counselor should be hired for each middle school, high school and career center. Students, their parents and counselors would meet annually to update instructional plans for students. Occupational offerings should be expanded in every comprehensive high school, the team said, and courses should be offered in conjunction with local technical colleges. The panel recommended that:

- All tracks, especially the general track, be deleted and education become unified/integrated.
- Newly certified occupational education instructors be required to have a two-year certificate.
- Current instructors complete requirements for a two-year post-secondary certificate within five years of being employed.
- All occupational courses incorporate problem-solving, communication, writing, math, science, divergent thinking, teamwork, personal and career management, goal setting, negotiation and "learning how to learn."
- Improved guidance services be given students and performance indicators be established to monitor and report on the progress of each school district.

Actions Taken:

☑ **Tech Prep -- a major restructuring strategy designed (1) to meet the needs of students who want to function effectively in a technological workplace and (2) to ensure that students are better prepared to pursue post secondary education and earn associate degrees and/or baccalaureate degrees.**

The components of an effective Tech Prep initiative include comprehensive career guidance, a strong core academic curriculum, relevant occupational specialty programs, enterprise development, staff development, school-to-work transition programs, secondary and post secondary articulation, and assessment and redevelopment. Schools fully implementing Tech Prep are eliminating the general track.

☑ SREB -- The Office of Occupational Education and the Southern Regional Education Board (SREB) are piloting 12 sites that are committed to the belief that integration of vocational and college preparatory studies creates new and challenging ways for many students to acquire essential competencies.

The major objectives are: (1) revise the academic and vocational curriculum; (2) eliminate the general education track; (3) ensure that all teachers are aware of the potential of career-bound students; (4) require all students to take an upgraded academic core and either an occupational or an academic major; (5) organize teams of academic and occupational teachers to provide practical applications of essential academic knowledge and skills; (6) demonstrate to students and parents the benefits of a four-year program of integrated academic and occupational study; and (7) provide extra help for students when they need it.

☑ Career guidance -- The Department is among the national leaders in providing career guidance strategies for occupational and career programs. A Summer Institute, Counseling for the Technologies, encourages sequential, developmental and competency-based guidance programs.

☑ The Department supports guidance programs, materials and restructuring at the school and district level through $1.6 million in Carl Perkins Act funds.

☑ Youth Apprenticeships -- The Department of Education has worked with other agencies and industry to develop a model for youth apprenticeships as part of the state's comprehensive Tech Prep reform strategy. The model encourages high schools and companies to join together in offering formal programs of work-based and classroom training that will lead to certification of mastery in specific fields of expertise. The youth component of Tech Prep is an excellent example of the state's commitment to school-to-work transitions that benefit both student and employer.

Parental Support and Involvement Excellence Team

RECOMMENDATIONS:

- The Educational Excellence Team on Parental Involvement based its recommendations on the premise that parental involvement is the essential ingredient for a child's success in school. Recommendations included:

- The establishment of regional parent involvement coordinators at the State Department of Education's regional centers to be parent advocates and to give parents advice or information.

- Innovative training in parent involvement for educators, such as the "Creative Use of Volunteers to Enhance the School Program."

- Teacher training -- pre-service and in-service -- should include training on parental involvement in the schools.

- Awards and recognition programs for parent involvement should be established and expanded, with awards for businesses that encourage parent involvement.

- Schools should become community centers, with buildings open for longer hours and providing services for the whole community.

- Family literacy and learning programs should be available, providing opportunities for parents and children to learn together. Health clinics might be located in or near schools, as well as other family service agencies.

Actions Taken:

☑ **The Department's focus for 1993-94 will be Linking Schools, Families and Communities.**

☑ **Parenting programs have recently completed a three-year pilot through Target 2000; 18 of these programs will become Technical Assistance programs for the state in the coming school year.**

☑ **All districts will be developing parenting programs during the next year; staff development and technical assistance will be provided by the Department of Education at selected parent pilot sites.**

☑ **Head Start Transition, to aid in the transition to first grade for Head Start children and their families, has been a major activity.**

☑ **Businesses that encourage parent involvement are recognized at the State Board Awards Luncheon every Spring.**

48

☑ School/Community centers are a major initiative under Community Education.

☑ Family Literacy is a major initiative under Adult Education/Literacy.

☑ Most of Target 2000 Parent Education Pilot Program Coordinators received intensive five-day training in designing and implementing family literacy programs through State Department of Education Technical Assistance funding.

☑ The annual Early Childhood Summer Institute has recruited Target 2000 Parent Program Coordinators to provide training in parent involvement to pre-service and in-service teachers.

☑ Through a Carnegie grant, five middle school teams are piloting parent involvement strategies. Along with hundreds of other teachers and administrators, these school teams received innovative training in parent involvement from national expert, Janet Chrispeels.

☑ A number of Target 2000 Parent Programs now provide extended-day child care, an important step on the road to Community Schools.

☑ Two Target 2000 Parent Programs have received federal support to address parent involvement and parent education for homeless families.

☑ Most Target 2000 Parent Programs have strong components for addressing parent involvement and parent education for teen parents.

☑ Family Literacy programs will be established in all districts beginning next year. (Quite a few are already in place as the foundation of Target 2000. Parent-Education Programs, as well as in the Even Start sites and Kenan sites).

☑ Parent Involvement Coordinators for all Chapter I schools in the state have been involved in workshops provided by the SDE on parent involvement.

☑ The SDE has sponsored 15 technical assistance opportunities for school districts to benefit from the services of a consultant whose workshops emphasized parent involvement and parent education.

Personnel Evaluations Excellence Team

RECOMMENDATIONS:

The Personnel Evaluations Team recommended that "common performance standards" be used to evaluate all employees in the state's school districts. The team also favored the development of "a basic evaluation instrument that can be modified to meet the needs at the district level."

The committee also recommended the development of a comprehensive training system for both supervisors and employees, and establishing "rewards that are realistic."

Actions Taken:

☑ **The Department is developing, with broad field review, a new teacher evaluation instrument known as ADEPT that will replace the APT. It focuses on assistance and induction for beginning teachers and professional development for continuing level teachers.**

Quality Management Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Quality Management concluded that the concept and process of Total Quality Management is perhaps "the only feasible way to develop the type of educational system that is essential to preparing students for the demands of today and tomorrow. The only way to accomplish long-term stability is to improve constantly and forever." Everyone in the organization must focus on improving the seemingly unimportant processes that constitute the day-to-day operations, the team said, and the quality organization fosters teamwork and partnerships both internally and externally. This team recommended that the Department:

- Establish a system or process for education and training in quality management.
- Develop a functioning quality management model.
- Establish a system of graduated levels of training, including a combination of conferences, seminars or courses.
- Target priority groups for training, including administrators and board members.

Actions Taken:

☑ **A comprehensive training program has been developed for employees in the areas of quality management, team-building and leadership development. Several professional development opportunities have been provided to staff in related areas of educational leadership. Staff also participated in a number of seminars and conferences.**

- ☑ **The State Department of Education has begun to implement Total Quality Education within all levels of the agency. Project teams have been formed to look at processes for continuous improvement in all divisions of the Department. Quality is a journey of continuous improvement.**

- ☑ **The Department has selected six pilot school districts to participate in Total Quality Management training. Administrators from these districts have been trained in TQM techniques, and project teams have been reviewing processes within these districts. This training has provided the foundation for enabling the districts to restructure their systems using quality management techniques as the basis of their decision-making.**

- ☑ **Quality Delivery Standards. The Department of Education, pilot school districts and business representatives are using quality criteria to develop delivery standards that can take the place of the accreditation process to facilitate school renewal.**

Regional Service Centers Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Regional Service Centers said that any decision to appoint Regional Service representatives should be based on a needs assessment of a random sample of education personnel, including teachers, school administrators and State Department of Education personnel. It specifically recommended that:

- A needs assessment be conducted.
- The role of a Regional Service representative be defined.
- Sites be chosen for locations of Regional Services representatives.
- Regional Service representatives be appointed.
- The plan be implemented, evaluated and modified as needed.

Actions Taken:

Regional Coordinating Councils have been established in six regions of the state, and the membership consists of community leaders, agency heads or their representatives, business people, local chambers of commerce, educators and others interested in children and education. Activities have included efforts to:

- ☑ **Disseminate information about the National Education Goals.**

- ☑ **Encourage the development of South Carolina 2000 Communities.**

- ☑ **Conduct teleconferences in cooperation with the U.S. Department of Education on the National Education Goals.**

- ☑ **Develop a plan for each region to implement community-wide strategies for reaching the National Education Goals.**

- ☑ **Identify and help coordinate multi-agency activities to achieve the National Education Goals.**

- ☑ **Facilitate a service-oriented network between schools and communities.**

- ☑ **Initiate and continue to revise a statewide data base of program information as it relates to the National Education Goals.**

- ☑ **EIA Regional Meetings -- Members of the Department of Education senior staff meet monthly with groups of district superintendents from the six regions of the state to discuss agency programs and initiatives and to respond to questions.**

- ☑ **Develop Math and Science Hubs -- The formation of 13 regional Hubs for the delivery of math and science technical assistance and training, resource centers, instructional technology centers, Pathways training and brokerage of technical assistance services within an hour of each school in the state. Not a "brick-and-mortar" concept, but a collaborative undertaking of the State Department of Education, the Commission on Higher Education, the Collaborative Council, the Math and Science Board, local schools and districts, private and public colleges and universities and business representatives.**

Remedial and Compensatory Education Excellence Team

RECOMMENDATIONS:

- Actively promote and design activities that will involve parents in the education of their children, both at school and in the home.

- Align Compensatory Education with the general education curriculum.

- Allow Compensatory Education teachers the flexibility needed to meet the established goals and objectives of the school district.

- Employ the techniques of cooperative learning, whole-language, manipulatives and the writing process in daily classroom instruction in all curriculum areas.

- Guarantee that success for all children will be top priority.

- Implement educational strategies based on effective research.
- Instill in children a sense of self-worth.
- Provide adequate and appropriate classroom space for students and for instruction of remedial/compensatory education programs.
- Provide alternate means of assessing the progress of students.
- Provide an environment that is conducive to learning; specifically, the physical environment of facilities, space and climate control.
- Provide compensatory services to students throughout the year, as needed.
- Provide students in Compensatory Education with culturally rich and diverse activities.

Actions Taken:

The Department of Education has responded to the needs of schools and districts with instructional approaches that best fit the needs of students.

☑ **Districts and schools have been encouraged to establish programs to assure student success.**

☑ **The waiver system has been simplified to encourage a variety of instructional approaches.**

☑ **Act 135, The Early Childhood and Academic Assistance Act, was passed by the General Assembly in June 1993. Remedial and Compensatory Education will be totally redesigned offering districts and schools the opportunity to reach all children through a variety of instructional strategies.**

The SDE will take a leadership role in assisting in the selection of appropriate instructional approaches through the identification and dissemination of best practice models.

Retired Community Excellence Team

RECOMMENDATIONS:

The Retired Community Committee advocated greater participation of retired persons and other volunteers in schools and in the teacher certification system to enhance greater participation by retirees in the instructional process. The Retired Community Committee also recommended that the State Department of Education contact leaders of state and national service clubs to develop collaborative agreements on how each can provide services to the other.

Actions Taken:

- ☑ **Involving the retired community in a major project -- the Reconnecting Schools initiative of the 1993-94 school year.**
- ☑ **The Education Service Corps is a community volunteer initiative designed to utilize the experience of retired persons and young adults in coordination with volunteer programs in the schools.**
- ☑ **A few pilot projects have been conducted with summer camps, tutoring programs and homework centers.**

Rural Schools Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Rural Schools said it is imperative for equity in educational opportunities to become a central concern for South Carolina. "It is just as incumbent upon rural schools as urban and suburban schools to prepare a work force for both the present and future of our state." Problems facing rural districts are different in various regions of the state, the team said. One study found that schools in more affluent districts had a three-to-one margin over rural schools in receiving Teacher Incentive Campus Awards, and of all the districts that have been declared impaired since passage of the 1984 Education Improvement Act, only one was not a rural district. Some major recommendations included:

- Examining the Education Finance Act of 1977 to determine whether the index of taxpaying ability is appropriate and meeting its initial goal.
- Apply the index of taxpaying ability to all state funding for districts in order "to rectify many of the inadequacies that currently exist in the financing of districts."
- Improve the ability of smaller, rural districts to apply for competitive grants.
- Consider the possible consolidation of some school districts "only with the educational improvement of children as the expected outcome."
- Establish a state support system to help rural districts in recruiting teachers.
- Study differentiated pay scales for teachers in rural areas with the goal of "allowing these districts to be on a level playing field with all districts in the state."

Actions Taken:

☑ **Rural Schools Network -- Has been established within the Office of Community Education to develop a support system to help rural districts.**

☑ **Funding equity -- The Department of Education is providing leadership in seeking solutions to funding disparities between the "property-rich" counties and the ones that are "property-poor". The issue is being addressed as the Department helps develop a plan for the state to reach the National Education Goals.**

☑ **Grants Writing -- The Department of Education conducts workshops on grants writing and provides technical assistance to help rural districts apply for competitive grants.**

School Climate Excellence Team

RECOMMENDATIONS:

The Educational Excellence team on School Climate arranged its report into seven major categories: community involvement, academic achievement, values, physical safety/environment, psychological security, school atmosphere and discipline. In the area of community involvement, the team advocated strong extracurricular programs and the promotion of strong school-home relations. Academic achievement can be improved, the team said, by a belief that all students are capable of learning. Key among values is "a spirit of mutual trust, cooperation and openness among every member of the school community." Other recommendations included:

- Effective training and nurturing of school volunteers.
- Strong instructional leadership and an emphasis on teamwork.
- The acceptance of cultural diversity.
- Maintenance of adequate physical plants and attractive grounds.
- An environment free of drugs and violence.
- An openness to suggestions and new ideas.
- Implementation of a clear discipline code.
- A setting where students care about each other.

Actions Taken:

The Department of Education is developing a network of district volunteer and business partnership coordinators to improve services and expand community services to the schools.

☑ The Department provides staff development, training and resources in parenting programs to school districts, agencies and collaborative groups statewide.

☑ The Department supports, promotes and encourages the development of afternoon Homework Centers where children receive supervision and help with their homework assignments. More than 100 centers are now operating throughout the state with support from the business community.

☑ The Department is committed to reaching the National Education Goal of making schools free of drugs and violence by the year 2000.

☑ The Department has taken leadership to improve school climate through creation of the community-based Action Group for School Safety. The Department is now developing action plans to implement many of the recommendations. The goal is to work with parents and students and with the education, law enforcement, business and civic communities to create a safer environment for teachers and students.

☑ Curricula on conflict management and responsible behavior is now being developed.

☑ The Department will help train school personnel in how to deal with disturbances, to help establish school standards of student behavior, to encourage school crisis management and response plans, and to encourage the sharing of resources and information by schools and state and local agencies.

School District Accreditation & Assessment Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team examining School District Accreditation and Assessment said the Defined Minimum Program is outdated and restrictive, and it called for promising practices, especially those which permit flexible scheduling. The panel recommended that:

- A special task force be appointed by the State Board of Education and State Superintendent of Education to help revise the current accreditation and assessment system.
- Accreditation and assessment be focused on the school level.
- The State Board of Education include appropriate and challenging student performance standards in accrediting schools.
- The annual accreditation procedure be eliminated and a three- to five-year cycle for accreditation established. This cycle should also apply to deregulated status.

- Sustained and high-quality intervention take place when schools or districts fail to meet established performance standards.

Actions Taken:

☑ **A revision of the accreditation process is being developed by the Department of Education, six Quality Pilot Districts and business representatives. The goal is to align the accreditation with the school and district renewal plans.**

☑ **The National Goals proviso includes school delivery standards and a revised Defined Minimum Program as part of the plan to be developed by January 1995.**

☑ **The BEDS report has been eliminated, reducing the paperwork associated with accreditation.**

☑ **Act 135, The Early Childhood and Academic Assistance Act, passed in 1993, creates an annual school renewal process that will coordinate with the Southern Association with comprehensive reviews at five- and 10-year cycles. This significantly reduces both the time and the cost of having two accreditation services.**

School Incentive Program Excellence Team

RECOMMENDATIONS:

The team recommended continuation of the School Incentive Reward Program (SIRP), but said **school districts** should decide which schools qualify for rewards. The group also recommended that school deregulation be based on criteria other than SIRP status. Other recommendations:

- The Department of Education should provide technical assistance to support districts in developing criteria for a school-based incentive program.
- All schools that meet program standards should be award recipients.
- Schools should develop and submit objectives for their incentive plans to the district and School Improvement Councils for review and approval.
- District plans should be submitted to the Department for review and approval.
- Incentive funds should be used to encourage staff development and curriculum development.
- A permanent carryover of funding should be included in program regulations to facilitate long-term planning.

Actions Taken:

☑ **The program has been revised through an approved two-year pilot by the State Board of Education. The new model, called "Exceed Expectations," allows a school to compete with itself. This model has increased the number of recipients and also awards monetary reward for honorable mentions.**

☑ **Schools are now required through Act 135, The Early Childhood Development and Academic Assistance Act of 1993 to report the use of this reward through their school renewal plans. This requires district approval and agency review.**

☑ **Funds have been allowed to be carried over each year by the General Assembly.**

School-to-Work Transition Excellence Team

RECOMMENDATIONS:

The team studying the School-to-Work Transition said all courses of instruction, regardless of the discipline, should include problem-solving, reasoning, and critical-order thinking skills. The team also recommended:

- Greater use of influential persons and resources to help with instruction and to provide role models.
- Programs that include parents, practitioners and retired persons in classrooms and extracurricular activities.
- Advisory and mentor programs.
- Allowing ALL students access to courses that support their individual educational goals, regardless of social or economic backgrounds, physical or mental handicaps, learning disabilities or "other labels that seem to impede personal progress."

Actions Taken:

☑ **School-to-Work Transition Programs (Youth Apprenticeships) are being piloted. These programs contain three basic tenets: (1) integrating work experience as part of the high school curriculum; (2) revising curriculum to ensure learning occurs both in school and on the job; and (3) creating a link between school officials and employers to plan curriculum and work-based learning experiences based on a student's needs and abilities.**

Special Education Excellence Team

RECOMMENDATIONS:

- Assessment and evaluation instruments for special education students should be individualized to the specific disability area.
- Certification exceptions or alternatives in special education should be permitted for persons who have demonstrated their knowledge, skills and abilities in business or industry.
- Develop a statewide technology network to improve communication and collaboration between local school districts, and with all agencies involved with school-aged children, and between regular and special education teachers and students.
- Develop a task force to investigate research models of local management to allow input from the grassroots level while still meeting certain standards for outcome.
- Develop a task force to investigate research models of service delivery. The task force should be composed of 20 or 30 members as stipulated in The Educational Excellence Report, and investigation should focus on models for including special education students in regular classrooms. (Such programs exist in Madison, Wis., and Syracuse, NY.)
- Develop policies and procedures to enable all children with special education placements who move from one district to another to be quickly placed in the appropriate educational program.
- State Department of Education monitoring of regional centers for special education would include establishing procedures for providing services to disabled students, reviewing funding at district and state levels, researching exemplary programs, and recommending revisions to the DMP.
- Provide a close examination of the suspension and expulsion practices for special education students and all students.
- Provide standards and criteria for certification of interpreters and translators for special education.
- Regional centers for special education would provide, but not be limited to providing, educational materials, technical assistance, administrative and program monitoring, personnel recruitment, agency involvement, program evaluations, facilitation of parent involvement, psycho-educational evaluations, child-find and screening, technology, coordination of Medicaid services and transition services.
- Review special education in-service training for teachers and administrators. Training should integrate special education into content, satisfy requirements for recertification in place of course work, and increase understanding of the IEP as a true planning tool.

- Revise the Parent Handbook for special education students to provide clearer explanations of parent rights. This information should also be provided on audio and videotapes and in appropriate foreign languages if necessary.

- Revise the Special Education "Red Book" definitions to match fully the federal labels for handicapping conditions, to include a definition of learning disability that is consistent with but more standardized than the Federal definition, and to include preschool categories within the DMP.

- Special Education programs should be community-based.

- The Department of Education should develop task forces to investigate service delivery models and recommend legislation that would:

  Extend the school year or redistribute school attendance days to create short breaks and year-round programming without increasing the total number of attendance days. (Michigan has one model.)

  Structure and implement IEP's that address details and number of goals, time constraints, computerization of formats without compromising or constraining options and pre-planning options.

  Include local/regional multi-district organization for related services and consultative/technical assistance (See Iowa and Kentucky models). Recommend regional centers statewide to broker equitable services for all handicapped students.

  Include a "portfolio" approach to assessment for all students for attainment of the high school degree, incorporating partnerships with business to determine the desired outcome for each child.

  Include certification/training options for regular education teachers, such as requiring all regular education teachers to have dual or multiple certification that would result in all teachers having a better understanding of disabilities.

- The Department should develop incentives for the recruitment and retention of special education teachers, including tuition and training incentives. (Review Georgia program and investigate Teacher Cadet program as a potential recruitment avenue.)

- The Department should form partnerships with higher education to: develop specialized degree programs in areas of need; encourage advisement of students toward areas of special need; include a minimum of one special education course for all teachers and administrators; allow sign language to satisfy foreign language requirements in full or part; include PET as a degree requirement; and develop more creative ways of shaping recertification courses.

- The Department should develop and coordinate a bank of adaptive devices and equipment that could be accessed by local districts.

Recommendations on Funding:

- Funding for regional centers for the handicapped could be provided by districts in the assigned area based on a formula that would be based on projected number of students to be served by the district. Local districts would have the option of securing funds from local, state or federal resources.

- Develop a statewide plan for the maximum utilization of Medicaid and other alternative funding sources for special education students.
- Ensure that special education students and needs are included in the Target 2000 plan and process.
- Ensure that special education students receive a level of funding that is at least equal to the funding for regular education students.
- Examine best practices nationwide to improve South Carolina's funding methods for special education and revise the EFA accordingly. Consider add-on weights for support services, related services, job coaches, caseloads, etc.
- The State Department of Education should review the expenditures of EFA and PL 94-142 monies on the local level and develop methods for accountability and consistency across districts.
- Identify special education model programs statewide and use them as training sites; allow teachers to visit other sites as in-service training with the costs funded by the district.

Individualized Education Program (IEP):

- Develop systematic ways in which teacher input into the IEP's can be increased.
- Policies, procedures and practices regarding mediation by trained mediators prior to, or as an alternative to, due process should be developed for grievances related to special education placement, procedures and practices. (Terry David in Illinois is well-known for this approach.)
- Provide training related to the development of IEP needs which includes writing skills; understanding of "educational" versus other goals/services such as medical; understanding of optimal versus adequate; and inclusion of goals that are necessary but for which resources may not be adequate.
- Systematic evaluation of student progress should be required as a part of the IEP and the procedures should be monitored by the Department of Education.
- The three-tier grievance process should be re-evaluated and a procedural safeguard system developed.
- Investigate the suspension, expulsion and dropout rate of special education students to ensure the appropriateness of current curriculum, the procedures related to suspension and expulsion, and the need to require reporting and monitoring of special education students. Provide funding to school districts for services to students who have been suspended or expelled. Proactive strategies to prevent dropout and disciplinary actions should target middle school students.

Parent Involvement:

- A parent advocate should be provided by every school district upon request of the parent/legal guardian.
- Local districts should involve parents as partners in the system of education for their children.
- Parents should be provided transportation as necessary for them to participate in their child's IEP meeting.

- PET training should be provided and allowed for any special education teacher that is interested in doing it.

Actions Taken:

☑ A statewide task force relative to the development of a Comprehensive System of Personnel Development has been established for the purpose of identifying specific goals, objectives and strategies for: recruitment/retention of qualified personnel (including tuition and training options); certification/recertification and training options for both special and regular education teachers; dissemination and adoption of promising practices and data collection; and pre-service and continuing education including cooperative efforts with institutions of higher education. This committee is also focusing attention on related services personnel and will develop a statewide plan for addressing these critical personnel needs.

☑ Review committees have been established in the areas of traumatic brain injury, autism and speech/language for the specific purpose of developing recommendations for inclusion/revision of assessment, evaluation and placement criteria in the Procedures for Survey, Screening, Evaluation, Placement, and Dismissal of Children Into/Out of Programs for the Handicapped ("Red Book"). To date, draft recommendations for autism, traumatic brain injury and preschool have been developed. All areas of disabilities will be reviewed and all final recommendations will be submitted to the State Board of Education for approval. In addition, the sample Due Process Parent Handbook has been revised to ensure that new federal regulations are included and that this document provides a clearer explanation of parent rights.

☑ Extensive research and review, both within South Carolina and nationally, regarding the inclusion of special education students in regular education programs has been completed and pilot programs have been implemented in four sites. Comprehensive on-site training of all teachers and principals in the four pilot schools has been completed. Once a statewide task force has reviewed the data and information collected, this committee will make specific recommendations relative to future statewide training and technical assistance in the area of inclusion of children with disabilities.

☑ A Statewide Medicaid program has been implemented and school districts received approximately $7 million for occupational therapy, physical therapy, speech services, audio logical services and psychological services. Additionally, a pilot transportation program was implemented.

☑ A mediation system has been developed and this system is currently going through a review process that allows customer input before being disseminated statewide.

☑ A statewide committee has been established to address the issue regarding the implementation of regional service delivery to children with low incidence disabilities. This task force is addressing regional service delivery as it relates to such areas as: educational materials, technical assistance, administrative and program monitoring, personnel recruitment, agency involvement, program evaluations, facilitation of parent involvement, psycho-educational evaluations, child locator and screening, technology, coordination of Medicaid services and transition services. These services will be added by others aligned with the Math and Science Hubs funded by the $9.7 million Statewide Systemic Initiative grant received in 1993.

☑ During the last two years, the State Department of Education has examined the issue of the numbers of children with disabilities who have been expelled. The results from this information assisted this agency in the identification of needed areas of in-service training. Extensive in-service training has transpired, on a regional basis, for both regular and special education personnel relative to programming for children with severe behavior problems and how to teach appropriate social skills to these children. In addition, school personnel have received training in crisis intervention techniques.

☑ With the increase in the number of preschool children with disabilities receiving services, the State Department of Education has focused attention on providing regional training to parents and educators of preschool children. The primary purpose of this effort has been to involve parents, educators and the community in the education of these children.

Student Community Services Excellence Team

RECOMMENDATIONS:

This Educational Excellence Team strongly recommended that young people in South Carolina have the opportunities to engage in service activities that will help them build self-esteem and give them meaningful roles in their communities.

The team recognized that young people respond to the challenges of responsibility and are already tutoring younger children, helping the elderly, the handicapped and maintaining parks and other public facilities. Student Community Services should be considered an essential part of a student's educational experience on a voluntary basis. The group recommended that:

- The General Assembly be encouraged to pass legislation in support of a system of Student Community Services.

- A system of Student Community Services, implemented by the State Department of Education with a mission statement and action plan, and appropriate staff assigned to give leadership to school districts.
- Public and private funding be sought for Student Community Services.
- The Department monitor the National Youth Community Service Act and apply for federal funding when available.
- Integration of Student Community Services into the curriculum at elementary school, middle school, high school and adult education levels.
- Student Community Services be considered an essential part of a student's educational experiences on a voluntary basis.
- Other agencies and organizations (churches, civic groups, etc.) be involved in Student Community Services programs where possible.
- A system of incentives, possibly including vouchers redeemable at institutions of higher learning, be developed to further the mission of public education in South Carolina.
- Each district be encouraged to develop a Student Community Services policy supporting that mission.
- Each school district be encouraged to designate a Community Service director.
- Inclusion of Student Community Services in teacher education training programs.

Actions Taken:

☑ **South Carolina is proud to have been named one of the eight Leader States in the Nation in Youth Service Learning for two consecutive years.**

☑ **The SDE has conducted four training institutes for teachers in Service Learning.**

☑ **With a grant from the Commission on Community and National Service, the SDE is supporting the development of Service Learning projects in 33 sites across the State, involving students of all ages.**

☑ **The SDE is providing technical assistance, staff development and training for districts wanting to develop Service Learning.**

☑ **Service Learning is a vital component of the Department of Education's Community Schools activities.**

☑ **Service Learning manuals designed for middle, high school and adult education teachers will be available for dissemination in the Fall of 1993.**

Student Promotion/Retention Excellence Team

RECOMMENDATIONS:

The Team on Student Promotion and Retention noted that retention in grades 1-8 alone costs the state about $70 million a year. The team cited research that shows:

- Repeating a grade does not mean improved academic success for the majority of students.
- Retained students who make some progress the second year in a grade learn less than equally-deficient students who were promoted.
- Students who were promoted and received remedial help make greater gains than students who are held back or "socially" promoted.
- Students who repeat a grade do more poorly on measures of social adjustment, self-concept, attitudes toward school, and behavioral outcomes than low-achieving students who were promoted.

The team recommended a focus on school activities and on practices that increase student achievement. It recommended that legislation be passed that encourages and supports innovative school practices to increase student achievement and deter practices that lead to grade retention. Other recommendations:

- Development of a comprehensive public relations plan targeting parents, school staff, and business leaders and delivering positive messages that counter the current practices and myths of grade retention.
- School districts should voluntarily align retention policies with current research and study local conditions relative to student achievement and grade retention.
- The Legislature should move to pass alternatives to retention.
- Several districts and communities be selected as demonstration sites for restructured policies and practices that decrease grade retention. Successful programs be recognized and given financial incentives.
- The Department and local districts should be trained on current research trends and activities on alternative strategies.
- Teacher training institutions should offer instruction on retention and offer in-service programs on retention and promotion for teachers, counselors and administrators.
- During targeted school years, districts and communities would be required to implement a minimum set of policies and practices that eliminates or reduces retention.

Actions Taken:

☑ Act 135, The Early Childhood Development and Academic Assistance Act of 1993 -- Districts can use funds for tutoring, after-school and summer school programs to build success and avoid retention.

Teacher Certification Excellence Team

RECOMMENDATIONS:

The Committee on Teacher Certification recommended new flexibility in the process for putting qualified professionals in our classrooms. Priorities included:

- Creation of an assessment review committee "to investigate and develop a varied and comprehensive program leading to teacher certification."
- Incentive programs for staff members besides teachers.
- Re-examination of the state policy requiring U.S. citizenship for persons seeking certification.

Actions Taken:

☑ A Total Quality Team is studying recertification. The team, composed of representatives of all constituent groups, will make recommendations for a more accessible, equitable, flexible system of certificate renewal. The State Board of Education has adopted recertification as a broad goal for 1993-94.

Teacher Certification and Staff Development Excellence Team

RECOMMENDATIONS:

Every recommendation from the Committee on Teacher Education and Staff Development was submitted with highest-priority ratings. Each called for collaborative efforts between the State Department of Education and teacher training institutions, school districts and other interested groups. The committee advocated:

- Restructuring teacher education programs "to prepare teachers for the demands of 21st century classrooms and schools."
- Streamlining procedures for approving or accrediting teacher training programs.

- Improving policies and procedures for certifying teachers.
- A new emphasis on teacher recruitment.
- A formal induction process for first-year teachers.
- Clarify goals and purposes of staff development programs.

The Team also made recommendations for enhancing policies and programs for staff development. The recommendations include collaboration between the Department, education institutions and school districts to:

- Define overall purposes, goals and underlying principles for staff development.
- Design, select, approve, conduct and evaluate state and local staff development programs.
- Design, select, approve, conduct and evaluate state and local personnel evaluation programs.
- Study the relationship between re-certification and state and local staff development programs.
- Create and promote an educational culture where staff development is seen as an ongoing and vital program for achieving organizational goals and maintaining professional status.
- Develop an effective system for communicating staff development goals, responsibilities and offerings.
- Develop an effective system for preparing personnel for staff development responsibilities.

Actions Taken:

☑ **A committee composed of deans, superintendents, principals and teachers is revising standards by which programs of teacher education at 27 institutions of higher education are approved.**

☑ **Five colleges and universities are involved with implementing the 19 postulates of John Goodlad in professional development schools for the reform of teacher education.**

☑ **The State Superintendent is meeting monthly with deans of the schools of Education.**

☑ **A committee on certification has developed recommendations for changes in regulations for State Board of Education consideration.**

67

Teacher Incentive Program Excellence Team

RECOMMENDATIONS:

The Teacher Incentive Task Force:

- Maintained that teacher incentive programs are important to the continuing professional development and status of teachers and should be supported by the Legislature.
- Reviewed the proviso that will develop and implement a campus incentive program for 1991-92 and endorsed the spirit of the proviso.
- Recommended that the campus incentive advisory committee proposed in the proviso include at least two members of the Task Force on Teacher Incentive Programs established by Superintendent Nielsen.
- Recommended that the campus incentive advisory committee include representatives from the following: special educators, vocational educators, school psychologists, school nurses, fine arts and physical education faculty.
- Recommended that the development and implementation of incentive programs focus on flexibility and decision-making at the school level. This is critical as schools engage in restructuring activities.
- Maintained that school/district incentive committees serve an important function and recommends their continuation.

Actions Taken:

☑ **The Teacher Incentive Program was repealed by the State Legislature. A Campus Incentive Program committee has made recommendations to the Select Committee of the General Assembly.**

Teachers as Professionals Excellence Team

RECOMMENDATIONS:

This team strongly recommended expanding the role of classroom teachers to make use of their expertise in problem-solving and decision-making at all levels of the education hierarchy. This team made 12 specific recommendations to cultivate professional teachers and create a professional relationship.

For cultivating professional teachers:

- Encourage a continued commitment to students and their learning. This means providing a flexible structure so teachers can create the best learning environment for their students, assessing student needs, identifying barriers and strategies to overcome them.

- Encourage professional development by providing time for teachers to study new research, meet with peers to share professional knowledge, develop or refine effective classroom practices, provide opportunities and incentives for teachers to pursue professional development.

- Create a positive educational environment fostering a team approach to the delivery of educational services. The team recommended using teachers as non-voting board members and local advisers; involving teachers in part-time and full-time fellowships and residencies at teacher training institutions; involving teachers reflecting cultural diversity in the decision-making processes at the Department and the State Board.

- Encourage the development of advocacy skills that teachers may use on behalf of education. This means encouraging teacher representation in the political arena, and allowing reasonable release time for participation in teacher organizations and meeting with legislators and others impacting education.

- Using teacher's skills and expertise in problem-solving and decision-making at all levels in the educational hierarchy. The team recommends encouraging local, regional and state teacher forums in which teachers can discuss and develop common positions on items of mutual interest and concern.

- Expanding the role of teachers to include a responsibility in the community as partners allied with parents to support student learning and growth. The team says teachers should have the time to take education out of the sometimes-intimidating school environment and into the community for contacts with parents, other taxpayers and community leaders.

For creating a professional atmosphere:

- Assure teachers are given a safe, comfortable and supportive environment. The team recommends involving teachers in the design and equipping of their classrooms and giving them technological and clerical help.

- Giving teachers adequate time to prepare and teach by making better use of paraprofessionals, technology, innovative scheduling and sharing of best practices.

- Assure that the professional judgment of teachers is trusted, respected and supported within the educational system. The recommendations include establishment of a code of standards and ethics, mentoring programs and creation of problem-solving teams of teachers and administrators.

- Increase the autonomy of teachers by establishing a State Board for Professional Teaching Standards to establish what teachers need to know and be able to do. The team also recommends peer review panels, site-based management strategies involving teachers in the selection of teachers and administrators.

- Build a spirit of collegiality by providing rewards and incentives, providing time for interaction, and establishing peer coaching and time for social and informal contact.

- Improve the public perception of teachers. The team recommends increased salaries, increased state and local attention for outstanding teaching, and educating citizens about the importance and difficulty of teaching.

Actions Taken:

☑ **Through the Interstate New Teacher Assessment and Support Consortium (INTASC), South Carolina is involved with 11 other states and the Council of Chief State School Officers in developing and incorporating National Standards for the licensure of beginning teachers.**

☑ **The State Department of Education is currently developing a comprehensive teacher evaluation model based on peer review with emphasis being placed on assistance and skill-building for new teachers and professional development for experienced teachers. (This model is called ADEPT: Assistance, Development and Evaluation of Professional Teaching.)**

☑ **Twenty-five school districts in South Carolina are in the process of piloting assessment processes for the National Board for Professional Teaching Standards (NBPTS). Ultimately NBPTS will have in place assessments leading to national board certification of master teachers.**

Technology Management Information Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Technology for Administrative Functions said teachers and school administrators should be relieved of repetitive tasks that are best performed by computers. This would give teachers and administrators more time for intelligent decision-making focused on students. The team said an integrated network of computers in every district -- involving all classrooms and schools -- is necessary to support student learning, decision-making, paperwork reduction and data management. The network must have appropriate hardware and software and trained personnel to provide ongoing technical support. Other major recommendations included:

- Define a statewide standard for network hardware, software and data transmission.
- Enhance the technical support system in the State Department of Education to address instructional as well as administrative users of technology.
- Expand the State Department of Education training program to support administrative training needs, including on-site training.
- Provide software by purchasing through state contracts or development by Educational Data Center staff.
- Implement an interactive Electronic Bulletin Board System for use within and between schools, districts and the State Department of Education.
- Promote professional, certified staff training in using computer technology through the recertification process.
- Provide teachers and administrators access to electronic information resources.

Actions Taken:

☑ **The Integrated State Technology Plan is aimed at improving academic outcomes by expanding the use of new and emerging technologies and encouraging more effective use of materials and technologies. This cutting-edge plan is the result of collaboration with the Department of Education, S.C. Educational Television, teachers and administrators, the business community and other agencies responsible for technological implementation. This plan coordinates instructional and administrative technology usage to support learning and teaching. Recommendations for funding will be presented to the General Assembly in 1994.**

☑ **A statewide telecomputing network Free Electronic Mail (FrEd Mail) provides free local dial-in access to schools. FrEd Mail will be available to all schools in the 1993-94 school year. Technical assistance and training will be provided.**

☑ **A portion of the $9.7 million State Systemic Initiative for Science and Mathematics will provide software, training and technology out of the 13 regional Hubs. Pathways training will also be brokered in these regional Hubs.**

☑ **The Department of Education is a partner with other Southern states through our regional lab (SERVE) to implement technological access to regional and national networks.**

- ☑ **The Department of Education has negotiated with Southern Bell a proposed reduced rate for designated lines for instruction. The new rate will be no more than $25 per month per line. (The old rate was $55 per month per line.)**

- ☑ **The Department of Education's Office of Instructional Technology has increased staff development and instructional video programming. A program book listing the entire year's programs is available.**

- ☑ **Instructional Technology has expanded its use of teleconferencing capabilities and in 1992-93 offered over 250 interactive programs on restructuring initiatives.**

- ☑ **The TRIMS package now includes ordering of all instructional materials, not just textbooks, and that will continue to significantly reduce paperwork.**

- ☑ **A multimedia courseware development summer institute has been held for the last three years. More than 600 teachers, media specialists and administrators have participated in this staff development institute. The 1993 institute focuses on the development of multimedia courseware to support Curriculum Frameworks.**

- ☑ **The Department of Education, in partnership with the business community, the Blue Ridge project and ETV has completed plans for a model technology classroom of the future. Ever-improving, state-of-the-art technology will be available for review and demonstration. This classroom is scheduled to open during 1994-95.**

Testing, Performance Assessment Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Testing and Performance Assessment recommended a major overhaul of testing programs in South Carolina's public schools. It rejected an over-reliance on various testing programs that has made our state the nation's leader in "high-stakes" testing.

The team opposed a single national examination as an example of "one size fits all" mentality. The team felt that states and even possibly school districts and schools should have opportunities that allow them to select assessments that fit their curriculum and instructional programs, and participation should be voluntary.

Short-term recommendations:

- Discontinue Cognitive Skills Assessment Battery testing.
- Discontinue Basic Skills Assessment Program Reading and Mathematics Assessment.
- Continue Basic Skills Assessment Program Writing and Science testing in Grades 6 and 8. Discontinue Grade 3 Science testing, explore administering the Science test in Grade 4.
- Consolidate the testing schedule for the Basic Skills Assessment Program Writing and Science Tests and the Stanford Achievement Test.
- Provide an option for local scoring of writing examinations.
- Continue the Exit Examination, but also allow scores on the Scholastic Aptitude Test, Preliminary Scholastic Aptitude Test, Stanford Achievement Test or American College Test to indicate adequate mastery of reading and mathematical skills.
- Administer the Exit Examination, through a contractor, periodically during the school year on evenings and Saturdays.
- Reduce the amount of norm-referenced testing by requiring only the Reading and Mathematics portions of the Stanford Achievement Test.
- Initiate a major staff development effort to improve classroom assessment practices.

Long-term recommendations:

- Develop a two-part approach to state testing programs: one effort directed toward state-level accountability; the other toward improving classroom assessment through staff development.
- Report assessment of student achievement as just one facet of the health of the state's educational enterprise.
- Systematically align various state-level programs, including assessment, to promote best instructional practices.
- Provide flexibility at the school and district level through a system of assessment options.
- Differentiate the role assessment plays in accountability and in helping children learn so that assessment initiatives can be developed to appropriately address each purpose.
- Emphasize assessments that promote student strengths.
- Use reporting processes that maximize the integrity and usefulness of information from state assessments.

- Use sampling designs for accountability testing.
- Reduce the secrecy of testing.
- Make greater use of technology in the testing process.
- Avoid over reliance on any one test.

Actions Taken:

☑ **In 1993, based on recommendations of the Governor's Task Force on Accountability, and the Excellence Team report, the Department of Education proposed major changes in testing legislation. The General Assembly passed a proviso to eliminate the basic skills testing program in grades 1 and 2 (all subjects) and in Grade 6 (reading and mathematics only).**

☑ **In 1994, the General Assembly is expected to consider the testing legislation proposed by the Department of Education and the Assessment Advisory Committee. If passed as proposed, the new testing legislation would allow the following by 1997-98: a continuous assessment system for K-3 (eliminating CSAB in 1994-95), standards-based tests for Grades 4 and 8 and for the exit exam level based on the Curriculum Frameworks, and state sampling across students, subjects and content areas in Grades 5, 6, 7, 9 and 11.**

☑ **12 Schools Project -- This project, in operation since 1991, has been expanded from 12 schools to 36 in 1993, with the sites piloting comprehensive ways of testing and measuring what students have learned, with special emphasis on actual demonstration of skills. Information is being used to align South Carolina student assessment programs with the developing Curriculum Frameworks. These sites will provide technical assistance to other schools.**

☑ **New Standards Project -- New Standards, a national collaborative effort among 13 states, is developing a performance examination system aligned with world-class standards. These new assessments require students to apply their knowledge, analyze information and solve problems. South Carolina teachers are actively engaged in developing tasks and scoring assessments as they learn more authentic forms of assessment.**

☑ **Primary Continuous Assessment Program -- South Carolina has joined in partnership with five other states in a collaborative effort to provide a developmentally appropriate and instruction-based assessment system for early childhood education. The effort, sponsored by the Council of Chief State School Officers, will be field-tested beginning in 1994.**

☑ **National Assessment of Educational Progress (NAEP) -- Since 1992, South Carolina has participated in the national assessment program in reading and math. This sampling of student performance on National Standards provides data for planning.**

Textbooks, Instructional Resources Excellence Team

RECOMMENDATIONS:

In the textbook adoption process, the committee examining textbooks and other instructional resources recommended expanding the "basal textbook" definition to include other instructional materials, such as computer software, audiovisual materials, learning kits and other software. The instructional resources team also recommended that:

- The textbook adoption process reflect current Curriculum Frameworks and those frameworks being developed.
- Expansion of the State Audiovisual Library to a state-level Curriculum Materials Center that would house all currently adopted textbooks and other instructional materials as well as other materials that support Curriculum Frameworks and professional development.
- Teacher selection committees, similar to the textbook evaluation and rating committees, be used to select materials for the Curriculum Materials Center.
- Media Specialists be an integral part of the process for selecting textbooks and other instructional materials.

Actions Taken:

☑ **The definition of Textbooks was changed by the South Carolina General Assembly in 1990 to include "instructional technology and other similar materials." For the first time, in the instructional materials adoption cycle of 1992, a range of materials, including computer software, videotapes, kits of materials, and basal texts were adopted by the State Board of Education for use in South Carolina classrooms.**

☑ **The instructional materials adoption process has been revamped to provide a more flexible system of selection of materials to meet local needs, to include criteria for selecting materials outlined in Curriculum Frameworks, and to ensure a more thorough, fair adoption process.**

☑ **A cutting edge plan for a Model Instructional Materials and Technology Center has been drafted and the Department of Education is currently pursuing funding sources to establish an Educational Technology Park at South Carolina ETV.**

☑ **All materials selection committees include "up to 25 percent lay membership, persons actively engaged in teaching, in the supervision of teaching, in the administration of public schools, and persons who have had teaching experience, special training or supervision in the subject field in which they have been appointed, or who have expertise in a subject area from which material and information should be integrated within the subject area under review" (Section 4, Instructional Materials Adoption Regulations)**

Transportation Excellence Team

RECOMMENDATIONS:

The Team on School Bus Transportation said the Department of Education's school bus inventory is in a state of emergency.

The team recommended that the Legislature give the Department the authority to combine all school bus transportation costs into a single rate structure, budgeted accordingly (including a bus replacement factor) and to buy or rebuild vehicles by the most cost-effective method available. The Transportation Team also recommended that:

- The State Department of Education ask the State Division of Human Resource Management to conduct a statewide study of school bus driver salaries and compensation, and determine appropriate salary and compensation packages to ensure the availability of qualified school bus drivers.
- An allocation program be established to disburse state driver salary supplements to districts, accompanied by a state monitoring and technical assistance effort to maintain standards of safety and service delivery.
- A task force should review all policies, laws and regulations affecting the delivery of school transportation and develop an updated system of comprehensive school transportation regulations and policies.
- Installation of new "microwave proximity sensors" on all state buses.
- A substance abuse program for school bus drivers and maintenance employees.

- Regulations to promote the rotation of vehicles among routes to help equalize mileage throughout the state's school bus fleet.

- The panel also encourages the promotion of school transportation services through private and public sectors, and recommends creating "a more flexible and efficient local transportation network for all transportation-dependent individuals. Local economic development initiatives should be enhanced while not creating a greater strain on the financial resources of the state or districts."

Actions Taken:

☑ **The Department of Education has continued to review school bus driver salary and compensation packages. A consolidated salary step program has been adopted, and the Department is continually working to encourage state appropriations for bus driver salary and compensation expenses.**

☑ **All state laws and regulations affecting school bus transportation have been reviewed, recommended changes and additions have been approved by the State Board of Education and submitted to the General Assembly. The proposed revised regulations are being promulgated and are scheduled to take effect in March 1994.**

☑ **The Department of Education is establishing a substance abuse and drug testing program for all school transportation employees beginning in September 1993. This program will satisfy all mandates of the U.S. Department of Transportation.**

☑ **The State Department has implemented numerous programs to improve the efficiency and effectiveness of South Carolina's school bus fleet. These programs include new maintenance procedures, more equitable staff allocations, improved routing and scheduling of school buses, and more efficient route assignments of gasoline- versus diesel-powered school buses.**

☑ **The Department has continued to work in support of the development of a community-based transportation system. This system encourages school districts to utilize the school bus fleet to provide transportation services for special programs for children, adults, the handicapped and a variety of other human service client needs.**

77

Urban Schools Excellence Team

RECOMMENDATIONS:

The Educational Excellence Team on Urban Schools recommended new flexibility for schools in the state's urban areas. The team suggests the General Assembly should amend the Education Finance Act to compensate for per pupil operating expenses in urban schools, and proposes state funding for parental involvement programs. The team said the State Department of Education should coordinate cooperative programs between business and colleges with urban schools, and the Education Department should develop cooperative projects in distance learning and other instructional technology for urban schools. Specifically, this team recommended:

- Staff development centers for urban teachers.
- Comprehensive health services centers for students.
- Changes in the state's Defined Minimum Program standards to allow school districts more latitude in determining class sizes, teaching time requirements, length of class periods and the length of the school day.
- Legislation to stimulate parental involvement in schools.
- Creation of "contract learning" programs to help teachers develop stronger ties between students, homes and schools.
- Establishment of a permanent commission of citizens called the "Urban Schools Problems Commission" to develop short- and long-range plans to support urban schools in South Carolina.

Actions Taken:

☑ **The Defined Minimum Program is currently under discussion for revision. Input from all stakeholders will be encouraged.**

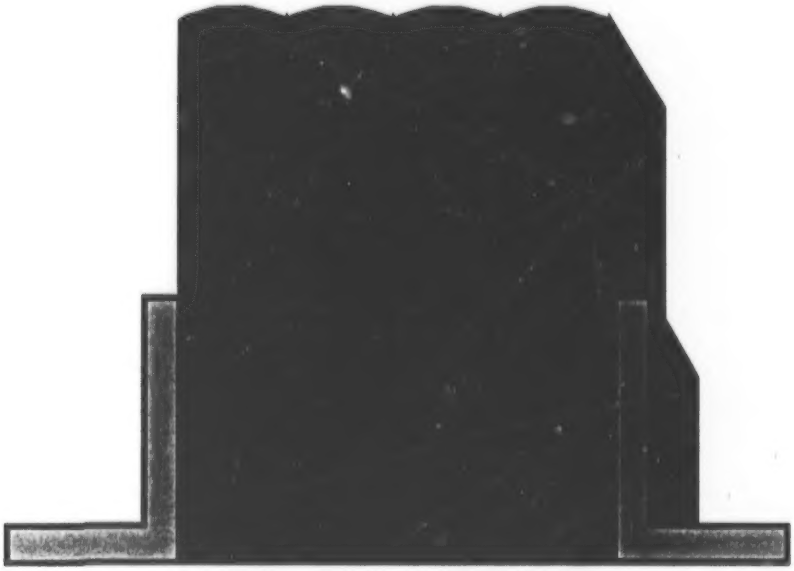
☑ **The accreditation of schools is no longer paper-laden with the elimination of BEDS forms. Accreditation procedures are currently under review.**

☑ **One hundred fifty-seven schools have been granted flexibility through restructuring.**

☑ **Establishment of a Network of Urban Schools during 1993-94.**

78

Curriculum Reform



Curriculum Reform Excellence Team

RECOMMENDATIONS:

The Educational Excellence Teams responsible for the General Curriculum and specific subjects -- visual and performing arts, English, foreign languages, health and physical education, mathematics, science and social studies -- formulated 580 proposals for program improvements or modifications. The General Curriculum team endorsed:

- Curriculum Frameworks to set out what our students are expected to know and be able to do at the end of grades 4, 8 and 12.
- Higher expectations and standards for all students.
- A stronger emphasis on critical thinking and creative problem-solving.
- More infusion of technologies and media resources to stimulate students as "active, inquiring learners."

The team advocated more performance assessment of students and educators and less emphasis on multiple-choice, norm-referenced testing; more accountability for robust learning experiences and less for test scores. Recommendations for specific subject areas are examined in this document.

Actions Taken:

☑ **Curriculum, instruction and assessment are at the heart of Total Quality Education. That is why South Carolina educators are revising curricula in ways that improve academic performance by encouraging all students to meet higher standards. In elevating learning standards, it is essential that we clearly define what students should know and what is expected of them in each subject area. With that as a blueprint, teachers can then apply standards of excellence to assure that these heightened goals are met.**

☑ **The South Carolina Curriculum Congress represents more than 1,700 dedicated citizens and educators, including teachers and administrators from every school district, educators from colleges and universities, parents and representatives from businesses, public agencies and professional associations. The role of the Curriculum Congress is to generate the best thinking about the knowledge, processes and skills students should learn, to stimulate local curriculum innovations, and to provide input into the development of Curriculum Frameworks.**

☑ South Carolina is a national pioneer in developing statewide Curriculum Frameworks. The Frameworks, which are redesigning the state's education system, will serve as the basis for educational policy development.

Teams of the state's best K-12 teachers and higher education faculty, including members of the Educational Excellence Teams are writing each framework. All South Carolinians are included in the Curriculum Framework review process. The result is a shared statewide vision that communicates clear expectations for all students, but allows for diverse teaching strategies in each subject area. Each subject area Framework will drive changes in the entire educational system, including the adoption of instructional materials, teacher training and student testing.

Three Frameworks -- Visual and Performing Arts, Foreign Language and Mathematics -- after extensive community review and input, will be recommended to the State Board of Education for adoption in October 1993.

Frameworks in Language Arts, History/Social Science, Health, Physical Education and Science are in their respective writing teams. Public review, refinement and adoption are scheduled to be completed by 1995.

☑ Tech Prep is a major restructuring strategy designed to provide competencies needed for the technological workplace and to encourage students to pursue additional post-secondary technical training. Students well educated in the rigorous applied academics, as well as the occupational/technical skills, will be able to transfer knowledge of principles, concepts and technology to practical applications in a variety of technical jobs. The South Carolina model for Tech Prep is being implemented statewide through 16 consortia-partnerships of high schools, technical colleges, four-year institutions, and business and industry leaders.

☑ The Department has received a $9.7 million grant from the National Science Foundation to establish a Statewide System Initiative. The grant gives South Carolina the opportunity to establish a statewide focus on mathematics and provides for a mathematics resource center in each of the 13 regional Hubs that will be established. The grant will also focus on mathematics instruction and related staff development.

☑ The Goodlad Project is a collaborative effort by five colleges and universities in South Carolina and local school districts to redesign teacher training programs. A major component of the project is designating professional development schools within which public schools and higher education faculty combine their expertise to provide quality teacher education and quality higher education support of K-12 schools.

☑ The Accelerated Schools Initiative -- represents a fundamental change in instructional methods for under-achieving students. For these students, instruction is accelerated, thus enabling them to achieve at higher levels while avoiding the negative stigma of remedial labels. The initiative involves extensive staff development and teacher decision-making as teachers set high expectations for all students.

☑ High Ability Learners K-8 Project -- The Department of Education and the South Carolina Consortium for Gifted Education have joined with the College of William and Mary to make South Carolina a dissemination state for the National Science Curriculum for High Ability Learners K-8 Project, a federally funded Javits grant. This will enable science teachers to become more familiar with new science curriculum standards, to learn how to assess and evaluate curriculum to implement exemplary materials in the classroom, materials, and to develop implementation plans and model lesson plans for use in schools.

☑ The Department of Education has also initiated a number of school-based restructuring efforts designed to restructure the educational environment in ways that will effectively incorporate the use of Curriculum Frameworks. These initiatives include:

Black History Project -- The Department is working on revisions in the state's Black History Curriculum and the project should be completed in 1993. A document outlining African-American contributions to the growth and development of South Carolina is being reviewed in the field for eventual eighth-grade use. A publication on the Continent of Africa is also being developed for third-grade use. The goal is a curriculum of inclusion.

Primary Success Initiative is a statewide effort to redesign education in the early grades.

Rising From the Middle is a statewide effort to transform middle schools according to the principles included in the report from the Carnegie Council on Adolescent Development.

Re:Learning is a statewide effort to pilot a redesign of secondary schools according to the principles of the Coalition of Essential Schools.

Schools in Greatest Need -- The State Department of Education is committed to assisting schools that need sustained help in their restructuring efforts through the Schools in Greatest Need initiative. Once schools are identified, the Education Department establishes partnerships with these schools or districts, then offers them technical assistance by developing and implementing more effective educational programs.

☑ **The Network for Systemic Initiatives is designed to provide leadership to schools and districts regarding best educational practices in South Carolina and in the nation. This electronic network, which is linked with national networks, allows superintendents, principals, teachers and parents to learn and communicate about innovative programs and research in schools. Already established as part of the leadership to schools is a document sharing district- and school-level information on organizational and instructional innovations in South Carolina, (A Guide to Innovative Practices) and a document that profiles each county and school district on key demographic, economic and achievement indicators, (South Carolina Educational Profiles).**

Arts Education Excellence Team

RECOMMENDATIONS:

- Actively join other states in developing methods to provide for national/regional assessment of arts education.
- Actively support and endorse the efforts of the Southern Arts Federation to develop and promote regional arts education goals for the South.
- Actively support efforts to ensure that the arts are included as "challenging subject matter" in the National Goals for Education and included in national assessment plans for the year 2000.
- After completion of the development of teacher in-service packages for music, visual arts, drama, dance and creative writing; make teacher in-service packages available to schools and districts seeking in-service training for arts specialists, teachers and administrators. Ensure that the teacher in-service packages are in alignment with the S.C. Curriculum Frameworks.
- Appoint a task force to examine the annual State Superintendent's Celebration of the Arts regarding equity among the art forms and to maximize its public awareness impact.
- As a priority of the S.C. Curriculum Congress and in cooperation with the ABC Steering Committee, review the existing Visual/Performing Arts Curriculum Frameworks to ensure their alignment and consistency with other curriculum area frameworks and South Carolina's reform initiatives.
- Co-sponsor with the ABC Steering Committee and state colleges and universities, the annual Higher Education Arts Education Forum that brings together school district teachers and administrators with representatives from higher education to address and document arts education needs for the state.
- Collaborate with state colleges and universities in developing model teacher education degree programs for dance and drama that will potentially lead to future full certification.

- Collect and provide annual data to the Southern Arts Federation on the status of arts education in South Carolina.

- Continue to assist school districts in developing methods for assessment in the arts through developing models based on research gathered through the 1991 Program Evaluation, the Leadership Institute, Higher Education Forums as well as the Arts Education Research Center once it is developed.

- Continue to co-sponsor the ABC Project with the S.C. Arts Commission.

- Continue to co-sponsor with the ABC Project and the S.C. Arts Commission and Winthrop College all programs that promote arts education for S.C. school children.

- Continue to collaborate with the ABC Steering Committee's efforts to develop and conduct a statewide public awareness campaign to educate citizens regarding the value of arts education.

- Continue to promote the arts as an essential part of the education of all children in South Carolina and include requests for additional State funds in annual budget requests (i.e., FY 93-$1,900,000) and related legislative initiatives that will ensure full implementation of the Arts Education Program for all students by 1997 as specified in the Target 2000 legislation (i.e., $14,000,000).

- Continue to provide Target 2000 Arts Education grants to schools/school districts to implement arts programs in all the arts (music, dance, drama, visual arts and creative writing) which conform to the SDE arts Curriculum Frameworks.

- Develop full SDE certification for teachers of drama and dance.

- Develop recommendations for the 1993 legislative and educational policy review based on documentation collected from Target 2000/ABC Model Sites regarding the impact of arts education on student learning and school performance.

- During 1991-92, facilitate the development of a Creative Writing Curriculum Framework that parallels the Department of Education's frameworks in other arts disciplines and serves as a resource to schools developing creative writing programs.

- Educate appropriate administrators/staff/counselors and other decision-makers regarding the value of arts education for all students.

- Encourage school districts/schools to utilize colleges, universities and community arts resources (museums, symphonies, theaters, dance companies, cultural agencies and artists) in planning and implementing their arts education curricula.

- Examine systems for arts instruction delivery using video, computer and other technology.

- Examine the potential of technology for teaching methods enhancement for program instruction and design in the arts.

- Identify nationally recognized arts educators/education researchers to serve as resources on curriculum development, assessment and evaluation so they can be used for conferences, and training programs.

- In cooperation with the ABC Steering Committee and SCETV, establish a committee to research the role of technology in teacher training and instructional outreach in arts education.

- In cooperation with the S.C. Arts Commission and ABC Steering Committee, continue to solicit the assistance of professionals and arts educators in the media arts and design arts to examine potential roles and applications of these arts forms within the instructional program and make recommendations for implementation.

- In cooperation with the S.C. Arts Commission and ABC Steering Committee, provide technical assistance and funding to ensure the development of teacher in-service packages for music, visual art, drama, dance and creative writing.

- In cooperation with the S.C. Arts Commission and the ABC Steering Committee and Higher Education, co-sponsor regional arts experience workshops for teachers that offer creative arts experiences that are opportunities for intellectual and artistic growth within each arts discipline.

- In cooperation with the S.C. Arts Commission and the ABC Steering Committee, examine the 1991 Target 2000/ABC evaluation report and jointly address areas of need for specific study and redesign.

- In cooperation with the S.C. Arts Commission, review the evaluations and recommendations from the 1991 summer arts education leadership institute at Furman University and jointly plan and sponsor leadership institutes through 1994.

- In partnership with the S.C. Arts Commission, contract with an outside evaluator for a second formal project evaluation of Target 2000/ABC in 1993 prior to the legislative review.

- Ensure that all students attending the Governor's School for Math and Science are provided equal opportunities to receive arts experiences compatible with those afforded students in regular school programs.

- Promote the development of summer teacher training programs in the arts, such as Governor's School, colleges and universities.

- Provide an SDE Arts Education consultant in each art form to deliver technical assistance and serve as resource persons to school districts/schools in the development of arts curricula based on the SDE framework and to the S.C. Curriculum Congress.

- Provide leadership to initiate a network with the other Department of Education's and State Arts Agencies involved in arts education reform to build a national collaboration for effective arts education programs.

- Provide South Carolina alternative teacher certification provisions in the areas of dance and drama to assist schools in hiring qualified personnel.

- Provide SDE visual arts, music, dance and drama consultants to serve on the ABC Coordinating Committee and provide other SDE staff as needed to facilitate the Arts in Basic Curriculum initiatives.
- Provide workshops for teachers of special populations to ensure that all students have equal access to an education in the arts.
- Require all Target 2000 Arts Education grant recipients to document planning and implementation of activities within their individual sites.
- Review the DMP to ensure it is designed to provide all children with a comprehensive sequential arts education.
- Support the ABC Steering Committee's plan to develop an Arts Education Research Center in South Carolina that will bring state researchers and educators together with nationally known visiting scholars, to support research and development activities in vital areas of the S.C. arts curriculum such as critical thinking, culturally diverse arts education and assessment.

Actions Taken:

☑ **In conjunction with the Council of Chief State School Officers, South Carolina is currently participating in a consortium of states to develop national and regional assessment methods for arts assessment.**

☑ **Although arts education was not included in the original set of National Education Goals, it was included in South Carolina's state goals. More recently, the National Goals have been modified to specifically include arts education.**

☑ **In-service packages for arts teachers are being reviewed to see that they are aligned with the new arts framework.**

☑ **Plans are being developed for the annual 1994 Higher Education Arts Education Forum, where discussions will include the implementation of the arts framework and the framework's impact on teacher education.**

☑ **A statewide arts education advocacy campaign is being planned for next year. This campaign will include public service announcements that will be broadcast all over the state.**

☑ **The State Board of Education has approved full teacher certification for teachers of dance.**

☑ **The Education Department is promoting three pilot arts partnership initiatives in Columbia, Charleston and Greenville. In these cities, schools and districts will be encouraged to utilize colleges, universities, and community arts resources such as museums, symphonies, theaters, artists, dance companies and cultural agencies in planning and implementing arts curricula.**

☑ **Target 2000 grants to implement arts programs (music, dance, drama and visual).**

English Excellence Team

RECOMMENDATIONS:

- Changes in the English-Language Arts Curriculum should be predicated upon professional renewal and development of classroom teachers. English teachers should examine new theories and their classroom applications, among them linguistic issues of language variety, new approaches to teaching literature, whole-language approach, etc. English teachers should be supported, funded and allowed to participate in writing projects, Advanced Placement seminars, graduate courses, etc.

- English-Language Arts teachers should acquaint their students with the various literary genres, and give their students a basic understanding not only of American and British literature, but of world literature as well. Literary terminology should be employed only as a means to understanding the text at hand and never as an end in itself. The goal of teaching literature is to enable students to construct their own comprehensive readings of difficult texts.

- English teachers endorse the position of the National Council of Teachers of English in "recommending that schools, districts and states adopt plans and implement activities resulting in class sizes of not more than 20 and a workload of not more than 80 for English language arts teachers."

- English teachers should examine additional ways to incorporate established and new technologies (e.g., computers, networked classrooms, hypermedia applications, electronic mail and electronic bulletin boards into language arts instruction). Computers should be provided for students and teachers, not just administrators. Local districts should be encouraged to devote financial resources toward improved technological availability.

- English-Language Arts teachers should examine new methods of responding to literature and assessment, especially in matters of composition instruction (e.g., portfolio assessment).

- English-Language Arts teachers should not be solely responsible for the reading and writing skills of students, but should take the initiative for leading projects in writing across the curriculum and serving as resource persons for writing instruction, and participating in both inter- and intra-disciplinary team teaching.

- Sensitivity to community standards and beliefs should never be construed as an endorsement of any form of censorship, explicit or self-imposed.

- Teacher paperwork should be reduced if the quality of teaching is to be maintained or improved, especially in composition instruction.

- English-Language Arts teachers should have more autonomy in textbook and materials selection while guided by fewer state regulations on their choices.

- Teachers should re-examine current texts to assure content beyond tokenism of gender, race, and multi-cultural concerns. They should also be encouraged to supplement literature anthologies with complete texts of individual works.
- The authoritarian power structure of schools and school systems substantially hinders good teaching through a lack of teacher input and therefore a lack of teacher impact. Shared decision-making and accountability are recommended to increase teacher input and impact and reduce layering of state and local requirements on the individual classroom teacher.
- The effects of tracking on the English-Language Arts Curriculum should be examined. In some areas, students of different abilities may benefit from interaction. If tracking is necessary, students in all levels should be offered challenging, stimulating and participatory learning experiences.
- The English-Language Arts Curriculum must be unified and based on active involvement in its central component of composition. This entails the need for sensible teaching loads.
- The English-Language Arts Curriculum must integrate the components of reading, writing, listening and speaking.
- The English-Language Arts Curriculum should provide a composition program that includes an inter-disciplinary writing center.
- The English-Language Arts Curriculum should provide portfolios of student work as one form of assessment.
- The English-Language Arts Curriculum should provide built-in time for teacher student conferences.

Actions Taken:

☑ **The new instructional materials adoption regulations that took effect on May 28, 1993, will provide an avenue for materials to be added to the adoption list at any time during the cycle. In response to several districts, the first request under this new procedure involves reconvening the 7-12 Literature Review Committee to consider a series of grade 7 and 8 books. The new regulations will also facilitate availability of technology in classrooms through the inclusion of application software.**

☑ **The Department's development of the Twelve Schools Project (soon to become the Thirty-six Schools Project) and involvement in a national partnership called the New Standards Project has focused national attention on South Carolina. Numerous teachers and schools have been integrally involved with experimentation of various methods of alternative assessment in language arts. Results will be invaluable to developers of the Curriculum Frameworks and of the state testing program.**

- ☑ **Paperwork for language arts teachers has been lessened by suspension of the BSAP Continuous Assessment Record that was previously enforced by the Department through regulatory monitoring.**

- ☑ **The Curriculum Writing Team for the Language Arts Curriculum Framework will address the following issues, among others: innovative instructional models, cross-curricular language arts, alternative assessment, tracking, literature appreciation, Tech Prep, integration of the language arts and new Defined Minimum Program requirements.**

- ☑ **A federal grant has been written for development of the English/Language Arts Curriculum Frameworks. The grant outlines the comprehensiveness intended by the development and implementation of the document. Components of the grant include: 1) a curriculum framework that reflects world-class standards; 2) professional development that includes both pre-service and in-service models; 3) certification and recertification requirements that ensure knowledgeable staffing capable of addressing world-class standards; and 4) collaboration throughout development and implementation, including classroom teachers, scholars in English, state and local school administrators, private school representatives, legislative representatives, as well as representatives from business and the community at large. In the event that the grant is not funded by the federal government, the Department will secure funding.**

Foreign Language Excellence Team

RECOMMENDATIONS:

- Consider the recommendation of the inclusion of sign language as a language that might fulfill the foreign language requirement. Is sign language a "second language?"

- Design and implement foreign language programs for all students, not just the academic elite.

- Develop "unbroken" curriculum sequence in K-12 programs of foreign language. Students who start their study of foreign language in elementary school should have the opportunity to continue it through middle school and be provided more advanced programs at the high school level.

- Establish regional resource centers for materials and support personnel to allow elementary schools to borrow materials and equipment so as not to incur the expense of purchasing, storing and maintaining their own materials for foreign language instruction.

- Improve and establish methods for recruiting/retraining an effective teacher resource pool for expanded elementary and increased foreign language programs.

- Include "Foreign Language for Elementary Teachers" as a component of the elementary teachers certification program. This course would build on the prospective teacher's own foreign language skills and would emphasize the use of technology. This course would not require fluency, but allow teachers to be facilitators of foreign language with a basic foundation in language acquisition, methods of instruction and technology.

- Include existing elementary foreign language programs in the three-year pilot program study to implement effective elementary foreign language programs. Seek to ensure that these programs model and disseminate best practices in teaching foreign languages.

- Institute foreign language pilot programs at 4-6 grade levels at a statistically significant number of South Carolina schools representing a range of geographic locales and cross-sections of the population. Teachers for the pilot programs should be trained in language acquisition theory as well as in FLES methodology. Pilot programs should be evaluated from an effective standpoint and, if possible, by using entrance/exit BSAP scores or another standardized assessment.

- Ensure careful coordination and articulation between levels of foreign language instruction so that students will experience an unbroken and progressively more advanced program of foreign language instruction.

- Make foreign language available to every student in South Carolina public schools. The language or languages to be studied shall reflect the preference and needs of individual school districts and shall be taught by appropriately qualified and certified teachers who possess excellent language skills and who are knowledgeable in such areas as language acquisition, applied linguistics, culture and foreign language teaching methods.

- Provide expanded in-service programs through regional centers on methodology and specialized uses of instructional technology in foreign languages.

- Provide grants, scholarships and other forms of assistance for foreign study, summer study institutes and language immersion programs to teachers. The state should provide and encourage alternative forms of professional development as it relates to foreign language teachers.

- Reduce restrictive regulations in schools so that foreign nationals can share their language and culture in coordination with qualified elementary school teachers to bring linguistic and cultural authenticity to the classroom.

- Seek and determine assessment and evaluation methods that will measure the quality and effectiveness of new foreign language programs. Standardized tests must be developed to monitor program efficiency and student achievement. These tests might be at various levels, with the culmination of the testing program in the final year of high school or as an entrance (placement) test for students continuing to higher education programs.

- Seek state-mandated opportunities for all K-12 South Carolina students to acquire as great a knowledge of foreign language and culture as they are capable of attaining.

- The study of foreign language has been shown to enhance other aspects of learning. Analogy, problem-solving, critical thinking, careful listening and other elements of instruction relate to overall academic success. Recommend that all teachers develop critical thinking skills in their students through sound instructional practices in foreign languages.

Actions Taken:

☑ The South Carolina Foreign Languages Framework, to be adopted by the State Board of Education in 1993, states that effective foreign language programs are for all students, include an unbroken K-12 sequence in foreign language instruction, and are based on strong professional development opportunities including the teaching of elementary school foreign languages and technology-based programs.

☑ The Department of Education has also addressed the need to expand elementary foreign language programs and to increase professional development opportunities for all teachers by submitting a grant proposal to the U.S. Department of Education. The grant would help fund regional centers for training and technology-based elementary programs. No word has yet been received from this grant request.

☑ Bids for instructional materials adoptions in all foreign languages, K-12, are open this year. It is anticipated that a variety of materials will be adopted to meet varying student needs as recommended in the Framework and by the Excellence Team in keeping with the Instructional Materials Adoption Process.

Health and Physical Education Excellence Team

RECOMMENDATIONS:

- A total health program should include education, services, environment and health promotion for all students and all personnel in the school setting. The program should utilize all the resources of all health professionals including nurses, driver education and safety personnel, drug programs and intervention, guidance services, social workers and support staff for handicapped and special populations.

- Adapt the current S.C. Physical Education Guidelines to a framework format for Physical Education. Develop a Health Education framework that incorporates the components of the Comprehensive Health Education Act of 1988.

- Develop collaborative programs of home, school and community to impact on health behaviors and physical activity patterns to conform with the Healthy People 2000 initiatives in the state.

- Develop qualifications and regulations for specific health specialists and specific physical education specialists at all grades.

- Develop specific criteria and an appropriate pay scale for hiring coaches and athletic trainers in relation to their contribution to the education of students. Consider ways to balance the needs of all students with those of the gifted and talented program in athletics.

- Ensure that coaches who are paid as teachers first, do teach and not just coach. Recommend that the contracts for the coach and teacher be separated. Differential qualifications, hours and pay scales may allow education to take the priority it should.

- Ensure that elementary teachers who provide health education or supplementary physical education are sufficiently prepared. Develop alternative certification as necessary.

- Establish health and physical education coordinators for each school district to provide articulation of comprehensive health education and services within the district and to meet the needs of the students, family and community and tap all community/state resources.

- Improve use of technology in the acquisition of health content knowledge and developing personalized fitness programs. Use it to enhance feedback on motor performance as well as validation of assessment. A video movement portfolio and personalized fitness program could be considered as one appropriate evaluation tool.

- In the high school, provide one required semester of health education and one semester of fitness for life or lifestyle management that enables students to develop and maintain a personalized fitness plan. Students should then also be required to fulfill an additional one credit or equivalent of selective-elective physical activities of their choice. A variety of lifetime and leisure skills should be provided and flexible scheduling blocks encouraged.

- Ensure that curriculum areas of health and physical education receive equal emphasis with all other subjects listed in the National Goals for Education and in the Governor's and State's Goals for Education.

- Maintain current DMP health requirements for elementary schools and increase the middle school requirement from nine weeks or equivalent to a semester each year.

- Provide adapted physical education in all schools to meet the needs of all special populations as mandated in Public Law 94-142. The policy of mainstreaming is encouraged, however in many cases this placement is the sole response when the students also need additional adaptive programs to meet their needs.

- Provide appropriate facilities and equipment for teaching health and physical education. The health teacher should have a classroom and not a locker room or gymnasium. The health teacher needs an appropriate resource allocation for an experiential curriculum, with significant field trips and community health outreach involvement. The physical education program needs both inside and outside teaching facilities, a variety of kinds and types of equipment for time on task.

- Provide assessment of baseline health status for school children and provide intervention for health services needed during the school years.

- Provide fitness activities daily or three times weekly, beyond regular physical education instruction in elementary and middle schools.

- Provide employee and student wellness programs.

- Provide quality program outcomes and accountable assessment in health and physical education for all students. Require documentation of assessment at certain grade levels and before graduation.

- Provide separate and specific funding for training and implementation of the S.C. Curriculum Guidelines/Framework in Physical Education. Consider alternative time/scheduling patterns for school day release since coaching conflicts pose continual constraints for implementation of teacher training and professional development.

- Provide funding for training in other state-recommended or approved health programs that are consistent with the framework and have demonstrated effective student outcomes.

- Provide separate specialists in health and in physical education who can work as a team. Put these specialists in place in every school.

- Provide supplementary healthy lifestyle opportunities (fitness activities, nutrition breaks, etc.) during the school day and have before- or after-school activities and intramurals available for all children.

- Reduce class sizes in physical education instruction to be no greater than the load of other classroom teachers.

- Require daily physical education or minimally three times per week from early childhood to eighth grade. Integrate supplementary fitness activities throughout the school day and school week.

- Require physical fitness testing and reporting at specific grade levels. Provide intervention and remedial programs for those needing services.

- Review the legislative decision that ROTC is an appropriate equivalent for credits in physical education.

- The health and physical education programs are integral components of a comprehensive school health program and should be taught using a team approach in which a distinct curriculum framework guides each field. Each framework would provide a basis for a comprehensive, sequential, developmentally appropriate program for South Carolina students and would be taught by qualified/certified specialists in each field.

Actions Taken:

☑ **In accordance with this team's major recommendation, both health and physical education are treated as distinct subject area specialties and are reported independently.**

Both content areas are integral parts of a comprehensive school health program and require a team approach, but each content area is vast and each will be provided with a distinct curriculum framework. Each curriculum framework will make specific recommendations regarding the qualified/certified specialists who will carry out the learning outcomes.

Total School Health Program

☑ **The Carnegie-funded State Middle Grades Restructuring Policy Initiative, with its focus on comprehensive school health, will help develop the policy and scope of the Total School Health Program. The work of the School Health Services Task Force of the Governor's Office and the School Nurse Funding Proviso has helped to further define the scope, models, need for baseline health status and potential funding sources for school health services.**

☑ **The 1993-94 budget provisos requiring school districts to take full advantage of Medicaid as a funding source will further facilitate development of quality school health programs. A proposal to the Centers for Disease Control to strengthen the collaborative infrastructure for Comprehensive School Health was not funded, but it did make South Carolina eligible for training and technical assistance activities from the West Virginia CHE National Training Center.**

Curriculum/Professional Development

☑ **A competitive grant was submitted and funded as a three-year demonstration project by the U.S. Department of Education, Secretary's Innovations Program, to improve training and collaborative support for elementary school health education, initially targeting the PROJECT SUCCESS schools for improvement.**

Instructional Materials

☑ State instructional materials adoption for health and safety Grades 1-8 made progress toward better use of technology with an array of multi-media materials (including computer software) in addition to the traditional text.

Coordination

☑ Every district has designated a Comprehensive Health Education Coordinator as a contact person. While the role is usually the responsibility of the Director of Curriculum and Instruction in smaller districts, some approaches include full-time CHE coordinator, science and health coordinator, CHE and substance abuse coordinator, CHE and physical education coordinator, Health Teacher and CHE Coordinator, nurse and CHE coordinator, and CHE coordination team

Time/DMP Requirements

☑ The CHE Law prohibits DMP time requirements for health being reduced below those in effect in 1986-87. Middle school health requirements may be addressed through the Carnegie Project.

☑ Changes in the DMP requirements for high school health were approved by the Board and ratified by the General Assembly in Summer 1992 to bring the DMP in compliance with the CHE law and to require that all students receive instruction in all the contents of comprehensive health education before graduation.

Employee/Student Wellness

Carolina Healthstyle is the state resource for public employee wellness programs that many schools and districts use to assist their programs. DHEC has collaborated with several school districts to enhance school wellness programs through smoke-free school promotion and development of school fitness trails for parent and community as well as student and staff use. The South Carolina PTA initiated a CHE promotion program, *How Healthy Is Your School?* to involve parents in promoting school wellness programs. The South Carolina Brightside Conference was held for the 7th year to assist school and district teams to plan and implement student and faculty wellness programs.

Actions Taken:

Physical Education

- ☑ **Twenty-five agencies participated in the "Benefits for Life" Physical Activity Campaign during May 1993. All school districts received materials and bookmarks and over 50 percent provided local programs promoting physical activity for all.**
- ☑ **Once the Physical Education framework writing team has been established, the focus will shift to other baseline requirements for quality physical education programs, including appropriate time requirements to attain fitness, quality instructional programs consistent with the guidelines, resources, multiple teaching and coaching responsibilities, class sizes, staff development opportunities, fitness testing and recording, appropriate adapted programs and training, and the creation of school and community attitudes and resources that demand quality physical education programs.**

Mathematics Excellence Team

RECOMMENDATIONS:

- Adoption of the NCTM standards in mathematics by the State of South Carolina. This includes adoption of the "Curriculum and Evaluation Standards for School Mathematics" and the "Professional Standards for Teaching Mathematics." These standards will help to ensure quality programs, to indicate the goals of the mathematics program, and to promote change in the area of mathematics education.

- All districts need to prioritize and address the following instruction practices in light of the NCTM standards: The addition of manipulatives, computers and calculators, the use of ability grouping in instruction, the use of mathematics specialists, the articulation between elementary, middle, and high school programs/texts, the incorporation of basic geometry & algebra in technical track options, and math offerings besides calculus for seniors.

- All students and teachers in all schools should have equitable access to mathematics materials such as manipulatives, measurement devices and calculators to facilitate student involvement in mathematics instruction.

- All teachers should be introduced to a variety of mathematics materials, shown effective ways to incorporate these materials into instruction, and have opportunities to observe and practice teaching with these materials.

- Continuation of the BSAP II Mathematics project with its assessment component.

- Develop a comprehensive market plan to promote mathematics learning and to increase public awareness of the importance of mathematics in economic, social and cultural development. Students must have a lifelong learning concept that is nurtured by their family and the public.

- Eliminate the general mathematics track and develop a set of courses related to mathematics in the workplace that includes the study of algebra and geometry.

- Establish middle school mathematics certification in conjunction with initial certification, master's degrees and specialist's degrees.

- Implement a program to increase the awareness of school principals, superintendents and other school administrators concerning the changes in the school mathematics curriculum and the impact of these changes on classroom teaching.

- In light of the NCTM standards, the SDE needs to prioritize and address the following areas: The implementation of BSAP II and the high school exit exam, statewide K-12 curriculum in mathematics, required non-remedial mathematics courses for graduation, and articulation between high school and college mathematics curricula.

- In mathematics education, the SDE should design and perform a baseline assessment of mathematics education at the grassroots/individual district level to determine the curricula, scope and sequence, instructional methods and objectives in light of the NCTM standards. Areas that need attention should be prioritized; areas of strength should be noted. Change within existing strategies should be modeled after district/state exemplary program models.

- In mathematics education, national accreditation standards should be established that will take precedence over state accreditation standards. This would include both curriculum accreditation and teacher certification.

- In-service and pre-service course work in mathematics should assist teachers in implementing the NCTM guidelines and should not only teach the content, but help teachers become independent learners capable of developing their own processes, concepts and techniques for solving problems. Teachers should develop an ability to connect and communicate mathematical ideas; construct and analyze math models of "real world" problems; and use technology.

- Mathematics assessment must determine not only what students do not know, but also what they do know and how they think. Therefore, multiple means of assessment methods must be used.

- Mathematics assessment must shape and guide instruction and hence, must be integral to instruction.

- Mathematics assessment should permit the use of calculators and, where appropriate, computers.

- More flexibility should be given to individual districts, schools and teachers to utilize alternative resources beyond the adopted textbooks to support a "standards-based" approach to mathematics instruction.

- More time should be devoted to collaborative planning and learning among teachers and to observations of model teaching in other schools. In-service training days are one opportunity in which these types of activities can take place.

- Options should be provided for flexibility in scheduling that allows for longer periods on a given day to facilitate intensive concept development, special projects and interactive learning in mathematics classes.

- Provide a computer and mathematically stimulating software in every mathematics classroom, particularly in grades 5 and above. This recommendation does not preclude the use of computers in lower grade levels.

- Techniques of team teaching in mathematics should be presented and encouraged in all grades, especially high school. Team teaching may be with other teachers or with teachers and other resource people.

- The current textbook adoption cycle is too long to effectively keep up with changes in curriculum and pedagogy. A shorter cycle, three or four years, is recommended.

- The NCTM "Professional Standards for Teaching Mathematics" should be incorporated and effective teaching practices should be modeled in all activities related to teacher certification, recertification or in-service training. The use of master teachers of mathematics is strongly recommended in teacher education courses.

- The use of math specialists is recommended in the elementary schools. A mathematics specialist might be a teacher who is knowledgeable in mathematics content and teaching methods and is designated to help other teachers. Elementary school teachers should participate in ongoing education involving the teaching of mathematics.

Actions Taken:

During the past two-and-a-half years, the Department has incorporated the expertise of many mathematics interest groups.

☑ **The frameworks writing team used the Mathematics Excellence Report to be sure that the appropriate recommendations could be incorporated into the frameworks.**

☑ **The Department has received a $4.4 million grant that will allow for the in-depth implementation of the mathematics framework. This will work in conjunction with the $9.7 million National Science Foundation grant for the Statewide System Initiative.**

☑ **Calculator Project: The Department of Education is conducting several projects devoted to expanding the active and creative use of calculators in the classrooms. These are used to help students discover math concepts and patterns. Programs focus on calculator use in elementary, middle and high school classrooms.**

☑ **Summer Institutes: The Department is sponsoring and participating in Summer Institutes in mathematics. Calculus with Calculators and Computer Enhancement Institute for pre-calculus and calculus teachers is designed to enhance instruction at the secondary level and to provide additional expertise for teachers in using technology in calculus instruction. Another conference, EQUALS, is designed to help educators increase the participation of girls and women in school mathematics courses.**

Science Excellence Team

RECOMMENDATIONS:

- Provide students the information that they are expected to learn and regularly inform them of their progress.
- Provide the most talented, creative and experienced teachers/assistants to work with students in Compensatory Education.
- Secure equitable funding for Compensatory Education.
- Utilize state-of-the-art technology in Compensatory Education.
- All students in high school should have science courses that meet every day, every year.
- Assemble a special task force to evaluate the crises identified in this position paper and develop a priority list of researchable problems that research centers could attack.
- Construct, equip and supply appropriate science teaching facilities.
- Develop and implement science curricula that integrate appropriate technology.
- Develop and implement science curricula that will prepare students to pursue a career in science and engineering and respond to the growing demands for women in physical science and engineering.
- Develop and use evaluation and assessment tools that reflect the goals of science education.
- Develop awareness of science career opportunities.
- Develop materials and programs for instructional administrators, policy-makers and lay people (e.g., principals, superintendents, school board members and parents) that would provide better understanding for the goals of science instruction and the facility, equipment, supplies and personnel needed to achieve these goals.

- Develop regional science education centers in conjunction with colleges and industry that would make the following available to local teachers and administrators: (a) models of effective science teaching practices by outstanding elementary, middle, and high school teachers; (b) science updates; (c) research opportunities; (d) media and technology; (e) science equipment and supplies.

- Development of curriculums that provide opportunities for all students and adults to study real-life, personal and societal science and technology problems.

- Elementary students should have at least 125 minutes of science per week in grades 1-3, 175 minutes of science per week in grades 4-6.

- Establish long-term funding for science education centers that would conduct and disseminate research on: (a) the design of science teaching facilities; (b) appropriate uses of technology; (c) science curriculum for all students; (d) instructional strategies that enhance learning; and (e) science teaching practices that are taking place in South Carolina and in the nation.

- Establish science supervisors, coordinators and consultants in all school districts to give leadership in curriculum and instruction and to provide ways of getting equipment and supplies to teachers.

- Expand the South Carolina Science Basic Skills Assessment Program to a K-12 science curriculum framework that is integrated or correlated in terms of science, technology, mathematics, humanities and the social sciences.

- Implement research-based teacher preparation programs that are designed cooperatively by education faculty, scientists and practicing classroom teachers of science.

- Mandate and support ongoing staff development programs for teachers of science to enhance their science knowledge and science teaching skills.

- Middle school level students should have at least 45 minutes of science every day, every year.

- Provide appropriate electronic technologies to science teachers at all grade levels, including a communication sharing network.

- Recruit and retain more qualified and competent individuals into science teaching.

- Schools should give science a central role in K-5 instruction.

- Support increased use of collegial teams within and among schools as well as networking among teachers to enhance instructional decision-making.

Actions Taken:

☑ **The Science Education Excellence Team outlined a major shift in science education administrative structure by recommending science and mathematics regional centers (Hubs). The 13 regional Hubs being funded through a $9.7 million National Science Foundation Grant will enhance staff development opportunities, instructional materials, and innovative instructional practices.**

☑ **SCPSINET, the telecommunication networking system designed for science and mathematics teachers, is on-line with a 1-800-number making it affordable to all South Carolina schools.**

Social Studies Excellence Team

RECOMMENDATIONS:

- Adequate funding of textbooks should be sought, and adoption delays should not occur because of financial reasons.

- All students should be required to earn four Carnegie units toward graduation in social studies. Every student should earn a Carnegie unit toward graduation in either world geography or world history.

- Black history and other ethnic studies are, and should continue to be, integrated into the regular social studies curriculum and program.

- Local school districts should allow and encourage schools to participate in social studies activities such as Geography Bee, Model United Nations, State History Day, Winthrop Challenge, Youth in Government, National Forensics League, Bicentennial Competition and Mock Trail.

- No textbook should be designated for advanced placement courses in social studies.

- Retain the U.S. History/South Carolina History in the scope and sequence of the social studies program in grades eight and eleven.

- Revise the textbook adoption and delivery policy to prevent districts from having to adopt texts without benefit of textbook samples. The date should be changed from June to January 1.

- Social studies programs should continue to use community and business resources. Districts should provide social studies "experiences." These experiences may include creative materials, travel, innovative technology, audiovisuals, computers and software, resource people, maps and globes, and current events materials.

- Social studies should be the core of inter-disciplinary learning.

- State and local funding should be provided for social studies teachers to attend workshops, conferences and other social studies related meetings on a continuing basis. Districts should encourage attendance by granting professional leave.

- Teachers who are teaching social studies should be appropriately certified and not teachers who are teaching out of field. Pre-service and in-service training for classroom generalists should provide more in-depth content in social studies content and core understandings.

- When the social studies framework is created, the current scope and sequence should be re-evaluated.

Actions Taken:

☑ **Several Department-sponsored workshops and institutes have been and continue to be offered that provide content and methodology to enhance the teaching of social studies skills and critical thinking.**

☑ **State textbook adoption procedures have been modified to address various needs.**

☑ **Both world and United States history textbooks were purchased, though delayed, as recommended by the Education Excellence Team. The state instructional materials adoption process now allows a variety of materials to be purchased on state contract. These materials can be used to meet the social studies "experiences" recommended in the report.**

☑ **Black History Project -- The Department is working on revisions in the state's Black History curriculum. A document outlining African-American contributions to the growth and development of South Carolina is being reviewed in the field for eventual eighth-grade student use. The goal is a curriculum of inclusion.**

☑ **Schools continue to be involved in the Geography Bee, Model United Nations, Mock Trial and other student social studies programs. Many activities referenced in the report are ongoing.**

☑ **The Department of Education submitted a grant to the U.S. Department of Education for the development of a social studies framework. This grant would involve the coordination of K-post-secondary faculty in defining the vision of social studies instruction and the professional development needed to make this instruction a reality.**

☑ **The Department has specifically supported national and statewide networks in geography and economic education through both in-kind and monetary awards.**

☑ New legislation promoted by the Department will serve to eliminate pull-out programs.

☑ The new K-3 social studies adoption includes non-traditional materials offering a whole-language approach to social studies instruction.

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Ms. Dianne Chinnes, Executive Director, Junior Achievement of Columbia
Ms. Elizabeth Wilson, Director, Cooper River Education Occupational Center
Ms. Jackie Moore
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Educational Excellence Teams and Chairpersons

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Ms. Ellen Mays, Rock Hill, President, S.C. Association for Children and Adults with Learning Disabilities
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Mrs. Nancy Nance, Orangeburg District 5
Mrs. Pam Halligan
Mrs. Vaughan Overman
Ms. Annie White, Oakland Elementary School
Ms. Candy Hoffman, Coker College
Ms. Carol Wade, Programs for Individuals with Autism, S.C. Department of Mental Retardation
Ms. Ellen Vaughn, Wando High School
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Ms. Katherine H. Williams
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Ms. Lisa Polson, Coker College
Ms. Lynn Breedin, Palmetto State Teachers Assoc./Special Ed.
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Ms. Marilyn Davis, Director of Special Services, Georgetown County School District
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Ms. Pat Jennings
Ms. Pearl Jeffords, Coker College
Ms. Suzanne W. McDermott, Instructor, USC
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Educational Excellence Teams and Chairpersons

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Educational Excellence Teams and Chairpersons

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Educational Excellence Teams and Chairpersons

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Ms. Carol T. Lee
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Mr. Jack Blodgett, Director, Project REACH, Clemson University
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Arts Curriculum, Visual and Performing

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Dr. Randy L. Akers, Executive Director, S.C. Humanities Council
Mr. Herman Bright, Band Director, Walterboro Sr. High School.
Mrs. Virginia Uldrick, Executive Director, S.C. Governor's School for the Arts
Ms. Bonnie B. Rushlow, President-elect, S.C. Art Education Association
Ms. Conchita Edens, Choral Director, Columbia High School
Ms. Eliza Stockman, Fine Arts Consultant, Greenville County Schools
Ms. Lillian Jennings YMCA
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Ms. Susan Durant, Director, Program for Handicapped, Richland School District 1
Ms. Wrenn Cook, Dance Educator, Richland Northeast High School.
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Mr. Joe S. Jones, S.C. Society of Professional Engineers
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Mr. Earl Brooks, Lab Manager, USC
Mr. Lee Cleveland, Teacher, Fairfield Middle School
Mr. Malkiat S. Guram, Voorhees College
Mr. Michael J. Brisson, Scientist at Savannah River Site
Mr. Mike Farmer, Teacher, Greenville Tech
Mr. Ned Owings, Coordinator, Florence School District 1
Mrs. Emma Campbell, Supervisor, Beaufort County Schools
Mrs. Jeri Calhoun, 4th Grade Teacher
Ms. Barbara Ann Hawkins, Teacher, East Elementary School
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Ms. Linda Sinclair, Teacher, Lexington High School
Ms. Lorraine Conrad, Coordinator, Richland District 2
Ms. Nancy Eskew, Roper Mountain Science Center
Ms. Rebecca Watson, Teacher, Memminger Elementary School
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Chester Palmer, Teacher, Denmark

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Mr. Steven Cannon, Webber School
Mrs. Claudette Hatfield, Williams Middle School
Mrs. Elizabeth Thrailkill
Mrs. Jane Cooper
Ms. Cheryl Fisher, Mauldin Elementary School
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